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ABSTRACT

The Wake County Public School System, North Carolina, conducted the High School Student Survey of students in grades 9 through 12 during the 1998-99 school year. The return rate for the survey was 80.4%. Students responded to a variety of questions related to homework, technology use, fairness, safety, support, and future plans. A majority of the students spent between 1 and 2 hours per weeknight on homework. Approximately 56% felt that all races were treated fairly by teachers at their schools, but responses varied widely by race and ethnicity. Most Wake County students, (65%) felt safe at their schools, and approximately 44% thought that discipline was fair at their schools. Many thought that alcohol and marijuana were easy to get at school, but only 12% thought it would be easy to get a gun at school. Students provided information about the technologies they had used in classes but did not give information about the frequency of use. Many Wake County students, and most seniors worked at part time jobs, and only 24% did not report participating in extracurricular activities. Most Wake County students plan to continue their education after high school, with 43% planning an advanced college degree. When students were asked to grade their schools, most gave them grades of "B" or "C." There were differences among ethnic groups in how high they rated the schools. Attachments include the surveys for 1998-99 and 1996-98 and system wide item responses. (Contains 68 figures.) (SLD)

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HIGH SCHOOL STUDENT SURVEY RESULTS 1998-99

Report No. 99.19
Department of Evaluation and Research
June 1999

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WAKE COUNTY PUBLIC SCHOOL SYSTEM

High School Student Survey Results, 1998-99

EXECUTIVE SUMMARY

E&R Contact Person: Doris Tyler

Background

- The Wake County Public School System conducted the High School Student Survey of students in grades nine through twelve during the 1998-99 school year. The return rate for the survey was 80.4 percent. Previous systemwide High School Student surveys were conducted in 1994-95 and 1996-97.

Instructional Issues: Homework

- Students responded to a variety of questions related to homework, technology use, fairness, safety, support, and future plans.
- A majority of students (53%) spent between one and two hours per weeknight completing homework.

Fairness, Safety, and Support

- Approximately 56% of students felt that all races were treated fairly by teachers at their schools. The responses by race/ethnicity varied widely. For example, of the students responding, 65% of Asian/Pacific students and 62% of White students strongly agreed/agreed with this statement while 29% of Alaskan/Native American and 39% of African American/Black students strongly agreed/agreed. The responses were similar for treatment by administrators.
- Most Wake County students (65%) felt safe at their schools. Again, Asian and White students were more positive than other ethnic groups.
- Approximately 44% of Wake County students strongly agreed/agreed that discipline was fair at their schools. Approximately 31% disagreed and 25% were undecided.

Technology

- Students were asked to indicate which technologies they had used in their classes but not the frequency of use. Approximately 75% reported computer access, 44% reported access to the internet and 32% reported access to CD ROMS. In 1996-97, 69% of students reported computer access, 20% reported Internet access, and 25% reported CD ROM access.
- Students were asked to rate the frequency of use of computers at home for schoolwork. Patterns were similar at all four grade levels, with 12-15% of students reporting daily use, 17-23% reporting no use, and a majority reporting weekly or monthly use.

Safe and Drug Free Schools

- Students were asked to respond to questions related to access and use of drugs or weapons in their schools. A substantial number of students felt that access to alcohol or a drug was easy or very easy at school (41% for alcohol, 54% for marijuana, and 36% for other drugs). Only 12% of students felt that it would be easy/very easy to get a gun at school.
- A comparison of student responses from 1996 to 1998, shows a decrease in the percentage of students who reported easy/very easy access to drugs or alcohol at school. For example, 62% reported easy/very easy access to marijuana at school in 1996 compared to 54% in 1998.
- There was also a decrease in access to guns. In 1996, 17% reported easy/very easy access to guns at school compared to 12% in 1998.

Extracurricular Activities

- Students in grades 9-12 were asked to indicate the number of hours they worked during a school year. Of the students responding, 52% did not work, 16% worked less than 10 hours, 13% worked between ten and fifteen, 11% worked between sixteen and twenty, and 9% worked more than twenty hours per week. Of seniors, only 24% did not work and 20% worked more than 20 hours per week.
- Wake County high school students participate in a number of school activities. For example, 47% participate in sports and 43% in club activities. 24% of high school students did not report participation in extracurricular activities.

Future Plans

- Most Wake County students plan to continue their education after high school graduation. Many students plan to pursue a college (46%) or advanced college degree (43%). Approximately 2% plan to attend a trade-specific school and 5% plan to attend some college. Although most students planned to further their education, there was variation among racial/ethnic groups. For example, 13% of the Alaskan/Native American students who responded did not plan to complete high school.
- Approximately 50% or more of students rated their training for college preparation, job preparation, using computers, and making good choices as excellent or good. Approximately 43% of students rated their training in handling conflicts as excellent or good.

Grades Students Gave to Schools

- Wake County students were asked to give a letter grade to their school. In 1996-97, 11% gave As, 28% gave Bs, 30% gave Cs, 15% gave Ds, 10% gave Fs, and 6% were not sure. For the 1998-99 survey, 14% gave As, 34% gave Bs, 28% gave Cs, 10% gave Ds, 7% gave Fs, and 7% were not sure.
- There were wide differences among racial/ethnic groups. For example, 24% of Asian/Pacific students gave their schools As compared to 10% of African American/Black and 9% of Alaskan/Native American students.

TABLE OF CONTENTS

Executive Summary	Page i
Table of Contents	Page iii
List of Figures	Page iv
Introduction	Page 1
Procedures	Page 1
Characteristics of Participating Students	Page 1
Instructional Issues	Page 2
Homework	Page 2
Technology Use	Page 4
Student Grades	Page 6
Quality of Teaching	Page 8
Parental Involvement	Page 8
Fairness	Page 11
Support for Personal Problems at School	Page 19
Instructional Activities	Page 20
Grades Students Gave to their Schools	Page 25
Safe and Drug Free Schools	Page 27
Safety	Page 27
Access to Drugs or Guns	Page 28
Access to Alcohol by Ethnic Group and Grade Level	Page 30
Use of Alcohol or Drugs	Page 32
At-risk Behavior During Lifetime	Page 36
At-risk Behavior During the Last 30 Days	Page 38
Extracurricular Activities	Page 46
Part-time Jobs	Page 46
School Activities	Page 47
Future Plans	Page 48
Higher Education	Page 48
Preparation for the Future	Page 50
Recommendations	Page 51
References	Page 52
Attachments	Page 53
A: High School Student Survey Instrument (1998-99)	Page 55
B: High School Student Survey Instrument (1996-98)	Page 57
C: Systemwide Item Responses (1998)	Page 59

LIST OF FIGURES

Figure 1	Self-Reported Ethnic and Gender Characteristics	Page 1
Figure 2	Time Spent on Homework by Grade Level	Page 2
Figure 3	Time Spent on Homework by Gender	Page 3
Figure 4	Time Spent on Homework by Race/Ethnicity	Page 4
Figure 5	Technology Used in Classroom by Race/Ethnicity	Page 4
Figure 6	Percent of Students Using Home Computers for Schoolwork by Grade Level	Page 5
Figure 7	Percent of Students Using Home Computers for Schoolwork by Gender	Page 5
Figure 8	Percent of Students Using Home Computers for Schoolwork by Race/Ethnicity	Page 6
Figure 9	Self-Reported Student Grades by Grade Level	Page 7
Figure 10	Self-Reported Student Grades by Race/Ethnicity	Page 7
Figure 11	Quality of Teaching	Page 8
Figure 12	Parental Involvement by Grade Level	Page 9
Figure 13	Parental Involvement by Race/Ethnicity	Page 10
Figure 14	Top Ways Parents are Involved	Page 11
Figure 15	Fairness, Safety, and Support	Page 12
Figure 16	Teachers Treat Students Fairly by Race/Ethnicity	Page 13
Figure 17	Teachers Treat Students Fairly by Grade Level	Page 13
Figure 18	Administrators Treat Students Fairly by Race/Ethnicity	Page 14
Figure 19	Administrators Treat Students Fairly by Grade Level	Page 15
Figure 20	Rules are Fair by Race/Ethnicity	Page 16
Figure 21	Rules are Fair by Grade Level	Page 16
Figure 22	Discipline is Fair by Race/Ethnicity	Page 17
Figure 23	Discipline is Fair by Grade Level	Page 17
Figure 24	Staff Helps Students to get Along by Race/Ethnicity	Page 18
Figure 25	Staff Helps Students Relate to Others by Grade Level	Page 18
Figure 26	School Support for Personal Problems by Grade	Page 19
Figure 27	School Support for Personal Problems by Gender	Page 19
Figure 28	School Support for Personal Problems by Race	Page 20
Figure 29	Teachers' Use of Instructional Activities	Page 21
Figure 30	Students' Learning Preference	Page 22
Figure 31	Students' Learning Preference Matched to Frequency of Instructional Practice	Page 22
Figure 32	Daily Instructional Activities and Learning Preference by Grade	Page 23
Figure 33	Daily Instructional Activities and Learning Preference by Race/Ethnicity	Page 24
Figure 34	Grades Students Gave to their Schools by Race/Ethnicity	Page 25
Figure 35	Self-Reported Grades and Grades Students Gave to Schools	Page 26
Figure 36	Comfortable Talking About Serious Problems with Teacher, Counselor, or Principal and Grades Students Gave to Schools	Page 26
Figure 37	School is Safe by Race/Ethnicity	Page 27
Figure 38	School is Safe by Grade Level	Page 28

Figure 39	Access to Drugs or Guns in Wake County Schools (1998)	Page 28
Figure 40	Easy/Very Easy Access to Drugs or Guns in Wake County Schools	Page 29
Figure 41	Access to Alcohol, Marijuana, or Guns at School (1994-98)	Page 30
Figure 42	Access to Alcohol at School for 1998	Page 31
Figure 43	Access to Alcohol for 1998 by Grade Level	Page 31
Figure 44	Use of Alcohol or Other Drugs during the Past Year	Page 32
Figure 45	Alcohol Use during the Past Year by Race/Ethnicity (Wake)	Page 33
Figure 46	Alcohol Use during the Past Year by Grade Level in Wake County (1998)	Page 34
Figure 47	Alcohol Use during the Past Year by Gender in Wake County	Page 34
Figure 48	Substance Use over Time	Page 35
Figure 49	Marijuana Use During Lifetime (Wake)	Page 36
Figure 50	At-risk Behavior During Life	Page 37
Figure 51	Marijuana During the Last 30 Days in Wake and NC	Page 38
Figure 52	At-risk Behavior During Last 30 Days (Wake)	Page 39
Figure 53	Percentage of North Carolina high school students who drank alcohol in the previous 30 days	Page 40
Figure 54	Percentage of North Carolina High School Students Who Had 5 or More Drinks of Alcohol in a Row in the Previous 30 Days	Page 41
Figure 55	US Students Consuming 5+ Drinks within Last 2 Weeks	Page 42
Figure 56	Binge Drinking within the Last 30 Days (Wake)	Page 42
Figure 57	Binge Drinking within the Last 30 Days by Gender (Wake)	Page 43
Figure 58	Binge Drinking Within Last 30 Days by Race/Ethnicity (Wake)	Page 44
Figure 59	Classroom Instruction and Drug Use by Race/Ethnicity	Page 45
Figure 60	Lessons on Drugs and Alcohol by Race/Ethnicity	Page 45
Figure 61	Part-time Jobs by Grade Level	Page 46
Figure 62	Hours Worked Per Week by Gender	Page 46
Figure 63	Hours Worked Per Week by Race/Ethnicity	Page 47
Figure 64	Involvement in School Activities	Page 47
Figure 65	Academic Aspirations	Page 48
Figure 66	Academic Aspirations by Grade Level	Page 48
Figure 67	Academic Aspirations by Race/Ethnicity	Page 49
Figure 68	Preparation for the Future	Page 50

HIGH SCHOOL STUDENT SURVEY

INTRODUCTION

Procedures

During the 1998-99 school year, Wake County Public School System (WCPSS) conducted the High School Student Survey of students in grades nine through twelve. The test administration window was the first week in November. Survey items were written by the WCPSS Evaluation and Research Department (E&R). Principals and Administrative Cabinet members were given the opportunity to review the last survey and make suggestions or changes. The WCPSS Information Systems Department designed and printed the survey.

The principal assigned a contact person at each school to handle logistics at the school site. The contact person received all correspondence and shipments related to the survey. In addition, school contacts were responsible for working with the principal to decide the date and class period for survey administration.

Based on a twenty-day enrollment of 23,948 and a return of 19,253, the return rate was 80.4 percent.

Characteristics of Participating Students

Approximately 70 percent of the students (n=13692) had been in the Wake County Public Schools for five years or more. Approximately 15 percent were in the system for three to four years, nine percent for one to two years, and seven percent had been in the system for less than one year.

Approximately 29 percent of the students participating were in ninth grade, 27 percent were in tenth grade, 24 percent were in eleventh grade, and 21 percent were in twelfth grade. Figure 1 shows the percentage of students participating by gender and race/ethnicity. The multi-racial category was added and used when students checked multiple ethnic groups on their survey forms.

Figure 1
Self-Reported Ethnic and Gender Characteristics (Percent)

Gender	Asian /Pacific Islander	African American /Black	Alaskan /Native American	Hispanic	White	Other	Multi-racial
Male n=9466	2.0	9.7	0.2	1.1	33.2	1.5	1.7
Female n=9678	1.9	10.4	0.2	1.2	33.1	1.7	2.0
Total n=19144	3.9	20.1	0.4	2.3	66.4	3.2	3.7

INSTRUCTIONAL ISSUES

Homework

Students were asked to indicate the average amount of time spent on homework for each weekday night. Of the students (n=19,584) responding to this question, the survey showed that:

- 4% did not do homework,
- 23% spent less than one hour,
- 53% spent 1-2 hours,
- 17% spent three to four hours, and
- 4% spent more than four hours.

Figure 2 depicts the amount of time spent on homework by grade level. From the survey results, Figure 2 shows that:

- Most students, regardless of grade level, spend approximately one to two hours per weekday on homework.
- Slightly more eleventh grade students spend three to four or more hours per night on homework.

Figure 2
Time Spent on Homework by Grade Level

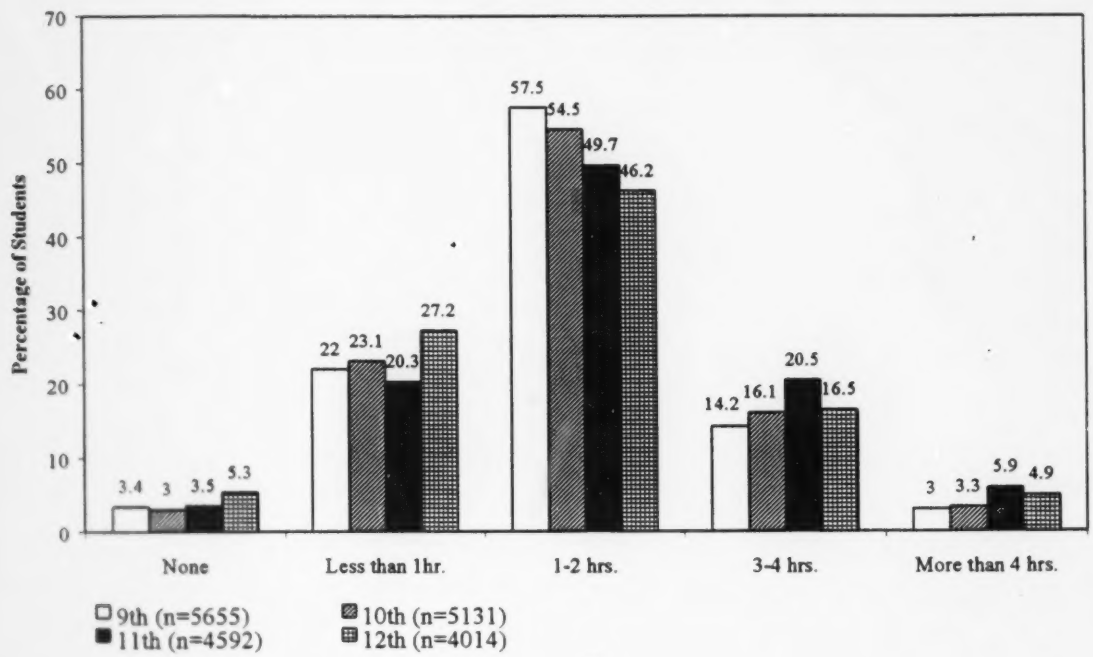


Figure 3 depicts time spent on homework by gender. Results show that females tend to spend slightly more time on homework than male students, especially in the three to four hour per night range.

Figure 3
Time Spent on Homework by Gender

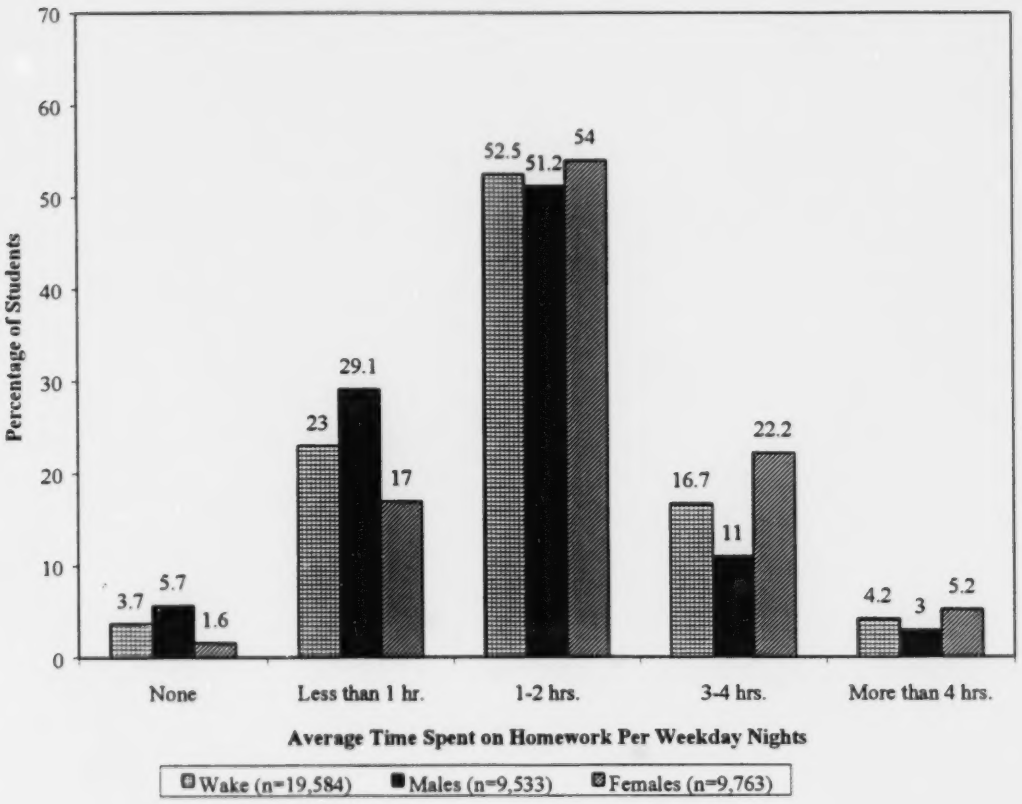


Figure 4 depicts time spent on homework by race/ethnicity. There is a great deal of variation among racial/ethnic groups for homework during the weekday. For example, more Asian and Native American students reported spending four or more hours on homework per night than other racial/ethnic groups.

Figure 4
Time Spent on Homework by Race/Ethnicity

	All High Schools	Asian /Pacific Islander	African American /Black	Alaskan /Native American	Hispanic	White	Other	Multi-racial
Number Responding	19,584	750	3885	85	447	12,784	624	722
None	3.7	3.1	4.0	18.8	6.7	3.2	5.6	6.1
Less than 1 hr.	23.0	8.4	22.1	27.1	18.6	24.5	20.2	20.6
1-2 hrs.	52.5	39.2	54.3	29.4	51.7	53.2	48.2	51.1
3-4 hrs.	16.7	34.1	15.8	10.6	17.0	15.9	17.9	16.5
More than 4 hrs.	4.2	15.2	3.8	14.1	6.0	3.2	8.0	5.7

Technology Use

A variety of technologies are used in Wake County high schools. Students were asked to indicate which technologies were used in their classes. The categories were access to the Internet, computers, calculators, CD ROMS, modems, TV/VCR, or none. Figure 5 provides the technology use responses for all high schools and by race/ethnicity in percentages.

Figure 5
Technology Used in Classroom by Race/Ethnicity

	All High Schools	Asian /Pacific Islander	African American /Black	Alaskan /Native American	Hispanic	White	Other	Multi-racial
Number Responding	19,780	753	3,910	85	454	12,869	631	724
Access to Internet	44.4	43.0	45.2	27.1	30.0	44.7	46.3	47.8
Computers	74.6	74.0	76.6	49.4	65.6	75.0	72.4	75.4
Calculators	87.9	86.9	81.5	67.1	78.2	91.4	80.7	88.1
CD ROMS	32.0	30.7	29.2	21.2	24.0	33.2	34.6	35.2
Modems	26.1	27.9	20.2	16.5	15.9	28.3	28.8	26.8
TV/VCR	83.6	79.2	71.1	63.5	66.5	89.2	77.5	83.2
None	2.8	5.6	3.4	23.5	7.5	1.7	7.3	6.4

From Figure 5, the survey showed that:

- Calculators, TVs/VCRs, and computers were the most widely used technologies.
- Slightly less than half of all students report access to the Internet.
- Slightly over one-fourth of all students report access to modems (may be due to schools being networked, modems are becoming obsolete).
- About a third of all students use CD ROM technology.

More than three-fourths of students reported using computers at home for schoolwork. Students were asked to rate the frequency of use of computers at home for schoolwork. Daily home use ranged from 12% for eleventh graders to 15% for ninth graders while more than one-third of students at each grade level used a computer approximately once a week. Figure 6 provides the at-home technology use responses for all high schools by grade in percentages.

Figure 6
Percent of Students Using Home Computers for School Work by Grade Level

Home Use	Ninth Grade (n=5655)	Tenth Grade (n=5122)	Eleventh Grade (n=4584)	Twelfth Grade (n=4010)
Every day	14.8	14.0	11.9	13.6
Once a week	37.6	36.8	36.9	39.8
Once a month	24.8	28.5	32.9	29.5
Never	22.8	20.8	18.4	17.2

Slightly more males than females (see Figure 7) tended to use the computer for schoolwork daily while more females reported that they used the computer once a week for schoolwork.

Figure 7
Percent of Students Using Home Computers for Schoolwork by Gender

Home Use	All Schools (n=19,577)	Males (n=9524)	Females (n=9750)
Every day	13.7	15.2	12.1
Once a week	37.6	34.5	40.8
Once a month	28.6	27.8	29.5
Never	20.1	22.6	17.5

Figure 8 summarizes responses for at-home computer use for schoolwork by race/ethnicity.

- Of those students responding, more Asian students reported using the computer daily for schoolwork compared to other racial/ethnic groups.
- Of those students reporting that they never used a computer at home for schoolwork, more African Americans, Hispanic and Native Americans reported non-use than other groups.
- Students were not asked whether they owned or had access to computers at home on the survey.

Figure 8
Percent of Students Using Home Computers for School Work by Race/Ethnicity

	All High Schools	Asian /Pacific Islander	African American /Black	Alaskan /Native American	Hispanic	White	Other	Multi-racial
Number Responding	19,577	747	3,864	84	445	12,798	624	716
Every day	13.7	23.4	8.4	14.3	13.0	14.6	17.6	14.7
Once a week	37.6	45.5	24.1	27.4	25.2	42.1	32.9	36.6
Once a month	28.6	19.4	24.0	19.0	18.4	31.1	27.2	26.5
Never	20.1	11.6	43.6	39.3	43.4	12.3	22.3	22.2

Student Grades

Students were asked to indicate the grades they typically received in school. The grade categories were As and Bs, Bs and Cs, Cs and Ds, and Ds and Fs.

- Of the students responding (n=19,225), approximately 51% indicated that they received As and Bs, 36% Bs and Cs, 11% Cs and Ds, and 3% Ds and Fs.
- Of the male students responding (n=9,338), 45% indicated they received As and Bs, 38% Bs and Cs, 14% Cs and Ds, and 4% Ds and Fs.
- Of the female students responding (n=9579); 56% indicated they received As and Bs, 33% Bs and Cs, 8% Cs and Ds, and 2% Ds and Fs.

Figure 9 depicts student reported grades by grade level. As grade level increases, there tends to be a decrease in the percentage of students reporting low grades.

Figure 9
Self-Reported Student Grades by Grade Level (Percent)

	Grade 9	Grade 10	Grade 11	Grade 12
Number Responding	5529	5008	4520	3956
As and Bs	51.8	49.7	49.5	51.3
Bs and Cs	31.7	35.4	37.4	38.8
Cs and Ds	12.2	11.9	11.2	8.1
Ds and Fs	4.4	3.1	1.9	1.8

Figure 10 summarizes self-reported grades by race/ethnicity.

Figure 10
Self-Reported Student Grades by Race/Ethnicity

	Asian /Pacific Islander	African American /Black	Alaskan /Native American	Hispanic	White	Other	Multi-racial
Number Responding	740	3753	81	428	12,637	610	679
As and Bs	67.6	27.8	38.3	32.0	57.5	43.3	47.3
Bs and Cs	24.2	46.4	33.3	39.5	32.7	36.4	37.6
Cs and Ds	6.1	20.8	11.1	21.5	7.9	14.3	9.1
Ds and Fs	2.2	5.0	17.3	7.0	1.8	6.1	6.0

Survey results indicated that:

- More Asian students reported grades of A and B than other groups of students.
- African American students reported more Bs and Cs than any other group.
- More African American and Hispanic students reported grades of Cs and Ds.
- Of those students reporting that they made mostly Ds and Fs, there were proportionately fewer White and Asian students than other groups.

Quality of Teaching

Students were asked to rate the effectiveness of their schools in teaching certain skills. Students were to rate effectiveness for each skill/subject as excellent, good, fair, or poor. Figure 11 shows how Wake County students rated each skill by percentage.

Instruction was more often rated as excellent for:

- The Arts (35%)
- Mathematics (33%)
- Physical Fitness (32%)

The lowest percentage of excellent ratings went to:

- Handling Conflicts (12%)
- Making Good Choices (16%)
- Job Preparation (18%)

Figure 11
Quality of Teaching

Skill	Number	Excellent	Good	Fair	Poor
Reading Comprehension	19,275	20.4	53.7	21.1	4.8
Written Composition	19,215	22.8	51.9	20.6	4.8
Mathematics	19,191	32.9	43.4	17.2	6.6
Social Studies	19,123	27.7	46.2	19.7	6.4
Science	19,098	29.9	45.3	18.4	6.4
Physical Fitness	18,726	32.3	38.6	20.4	8.7
The arts	18,069	34.8	35.7	19.4	10.1
College Preparation	18,885	21.0	44.1	25.7	9.2
Job Preparation	18,832	17.8	37.6	30.4	14.2
Using Computers	18,963	21.2	35.1	28.1	15.6
Making Good Choices	18,963	15.5	38.8	32.3	13.4
Handling Conflicts	18,952	12.0	30.8	34.1	23.1

Parental Involvement

Students were asked to indicate the ways that parents were involved with their education. For example, students could indicate that their parents attended parent-teacher conferences. Students could choose multiple responses.

Survey results indicated that:

- Certain types of parent involvement tended to decrease as students' grade level increased. For example, only 37% of twelfth grade parents attended conferences compared to 47% of ninth graders.
- As grade level increased, students reported less help with homework, course selection, and monitoring of telephone and television.

These results should not necessarily be considered negative; it may be appropriate for parents to expect older students to exhibit more control and monitor themselves.

Two areas that tended to increase as grade level increased *were parents discouraging absences* and *restricting the number of hours worked during the week*. Figure 12 shows parental involvement for all Wake County high school students that responded by grade level.

- Buying materials for school was the support with the highest percentages.
- Buying materials was followed by high academic expectations and emphasizing homework for all grades.
- Responses for the remaining supports varied.

Figure 12
Parental Involvement by Grade Level

	Wake	Ninth	Tenth	Eleventh	Twelfth
Number responding	19,780	5,698	5,163	4,620	4,032
Attending parent-teacher conferences	42.4	47.2	42.5	42.1	36.9
Attending open house	50.7	55.7	49.5	50.2	47.1
Attending school events	40.0	39.9	39.5	40.8	41.2
Emphasizing homework	69.5	68.5	69.8	72.3	69.2
Helping me with homework	54.4	64.6	56.7	50.9	42.3
Discouraging absences	59.9	54.8	57.5	64.4	66.2
Buying materials needed for school	85.2	88.7	86.2	85.4	80.7
Helping me select courses	52.9	55.1	54.1	53.7	48.3
Setting limits on telephone	27.3	32.1	29.2	26.5	19.3
Setting limits on TV	25.5	32.6	26.7	23.51	16.7
Setting limits on job during week	18.7	10.5	14.0	27.5	26.8
Having high academic expectations	76.6	76.4	77.0	78.3	75.7

Figure 13 summarizes reported parent involvement by race/ethnicity. Survey results indicated that regardless of race, the majority of parents have high academic expectations.

Figure 13
Parental Involvement by Ethnicity

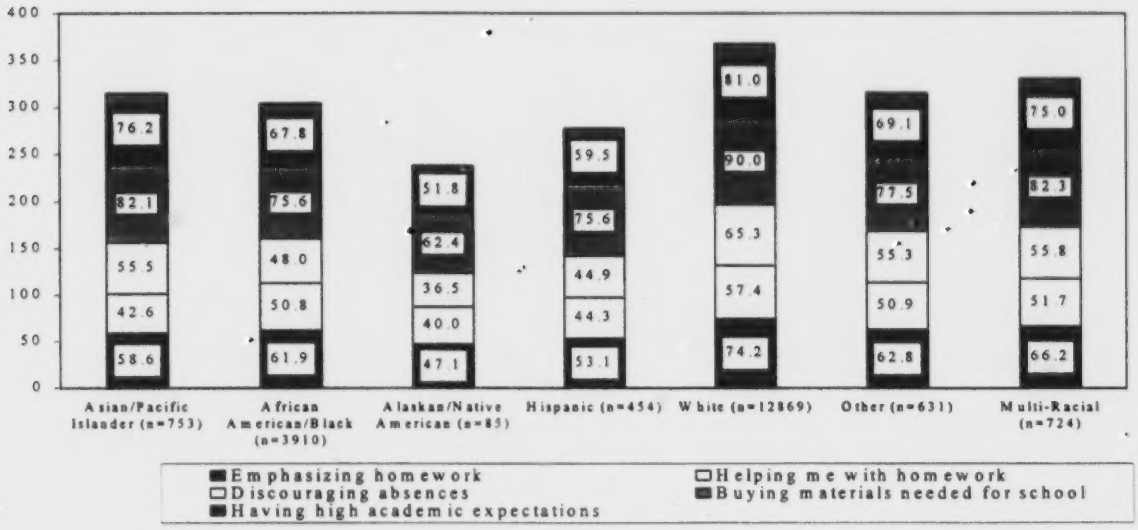
	Asian /Pacific Islander	African American /Black	Alaskan /Native American	Hispanic	White	Other	Multi-racial
Number responding	753	3,910	85	454	12,869	631	724
Attending parent-teacher conferences	23.5	42.0	27.1	27.1	45.0	39.5	38.1
Attending open house	38.4	33.1	24.7	29.5	59.0	39.3	44.5
Attending school events	18.7	28.4	23.5	20.7	46.7	30.4	34.8
Emphasizing homework	58.6	61.9	47.1	53.1	74.2	62.8	66.2
Helping me with homework	42.6	50.8	40.0	44.3	57.4	50.9	51.7
Discouraging absences	55.5	48.0	36.5	44.9	65.3	55.3	55.8
Buying materials needed for school	82.1	75.6	62.4	75.6	90.0	77.5	82.3
Helping me select courses	42.6	45.3	27.1	36.6	57.6	46.4	47.5
Setting limits on telephone	27.0	31.9	12.9	30.0	25.8	30.9	29.6
Setting limits on TV	38.9	23.0	10.6	29.5	25.6	27.9	25.0
Setting limits on job during week	17.3	20.4	5.9	18.1	18.3	21.6	18.5
Having high academic expectations	76.2	67.8	51.8	59.5	81.0	69.1	75.0

Figure 14 depicts the top five ways that parents are involved displayed by race/ethnicity. Although percentages varied, the top five ways parents were involved were:

- Emphasizing homework
- Helping their children with homework
- Discouraging school absences
- Buying materials needed for school
- Having high academic expectations

White students reported higher levels of parent involvement in these five categories than other groups.

Figure 14
Top Ways Parents are Involved



Fairness

Students were asked to respond to a number of questions that were related to their individual schools. These questions were related to student treatment, safety, discipline, support, and career planning. The response categories were strongly agree, agree, undecided, disagree, or strongly disagree. For the purposes of summarizing the information, strongly agree and agree were combined and strongly disagree and disagree were combined.

Many students have positive feelings about their schools. *For example, the majority of students believe that students of all races are treated fairly by teachers and administrators and that school is a safe place.* In addition, teachers and counselors are viewed as accessible and helpful to students. Approximately a third of students have concerns about the fairness of rules and how discipline is handled. Figure 15 summarizes the responses for all Wake County high school students.

Figure 15
Fairness, Safety, and Support

How much do you agree or disagree with the following statements?	Number Responding	Strongly Agree Or Agree	Undecided	Strongly Disagree or Disagree
Students of all races are treated fairly by teachers at this school.	19,443	55.6	18.9	25.6
All races are treated fairly by administrators at this school.	19,361	55.6	22.8	21.6
My school is a safe place to learn.	19,298	65.1	21.0	13.9
The rules of my school are fair.	19,259	46.9	19.7	33.4
Discipline is handled fairly at my school.	19,186	43.9	25.2	31.0
This school's staff help students understand and get along with each other.	19,293	42.2	33.6	24.2
It is easy to get help from administration.	19,239	41.7	28.8	29.5
It is easy to get help from my teachers.	19,258	76.1	13.1	10.8
It is easy to get help from a school counselor.	19,254	58.3	24.8	17.0
I feel well informed about school activities.	19,318	60.3	17.0	22.7
I feel well informed about career planning.	19,287	44.4	27.9	27.7

Teachers Treat Students Fairly

Figure 16 summarizes beliefs about teacher fairness by race/ethnicity of respondents. There was disparity among the responses of different racial/ethnic groups. For example, the majority of all Wake County students who responded agreed/strongly agreed that teachers treated students of all races fairly. More than 60% of White and Asian/Pacific students agreed, while slightly over one fourth of Alaskan/Native American and less than 40% of African American/Black students agreed.

Figure 16
Teachers Treat Students Fairly by Race/Ethnicity

Students of all races are treated fairly by teachers at this school.	Strongly Agree or Agree	Undecided	Disagree or Strongly Disagree
Student Responses by Race/Ethnicity:			
Asian/Pacific (n=743)	65.4	16.2	18.4
African American/Black (n=3,809)	39.2	22.3	38.4
Alaskan/Native American (n=83)	28.9	16.9	54.2
Hispanic (n=437)	51.7	19.5	28.8
White (n=12,738)	61.8	17.8	20.4
Other (n=618)	42.6	17.3	40.1
Multi-Racial (n=711)	43.5	21.1	35.4
All Wake (n=19,443)	55.6	18.9	25.6

Figure 17 summarizes student responses by grade level. Ninth graders reported the largest percentage of students who agreed/strongly agreed that all races were treated fairly by teachers. Response percentages from tenth through twelfth grade students were very similar.

Figure 17
Teachers Treat Students Fairly by Grade Level

Students of all races are treated fairly by teachers at this school.	Strongly Agree or Agree	Undecided	Disagree or Strongly Disagree
Ninth (n=5,587)	62.0	17.8	20.2
Tenth (n=5,094)	53.8	19.1	27.1
Eleventh (n=4,569)	53.6	19.2	27.2
Twelfth (n=3,973)	51.5	19.7	28.8
All Wake (n=19,443)	55.6	18.9	25.6

Administrators Treat Students Fairly

Students were asked to indicate how they felt administrators treated students of all races. Categories of response were combined to strongly agree/agree, undecided, and strongly disagree/disagree. Of the Wake County students responding, the majority agreed/strongly agreed that administrators treated students of all races fairly.

Figure 18 summarizes student responses by race/ethnicity. The survey indicated that:

- A similar pattern of responses was observed for African American/Black and Alaskan/Native Americans for teachers and administrators treating all students fairly, although percentages were slightly higher for administrators.
- Slightly over one fourth of Alaskan/Native Americans believed that teachers treated all students fairly and about one third believed that administrators treated all students fairly.
- Approximately two thirds of Asian/Pacific and the majority of White students believed that teachers treated all races fairly. The majority of Asian/Pacific and White students believed the administrators treated all races fairly.

Figure 18
Administrators Treat Students Fairly by Race/Ethnicity

All races treated fairly by administrators at this school.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Asian/Pacific (n=739)	62.1	23.0	14.9
African American/Black (n=3,782)	43.6	25.4	31.0
Alaskan/Native American (n=82)	32.9	22.0	45.1
Hispanic (n=431)	52.2	22.3	25.5
White (n=12,701)	60.3	22.0	17.6
Other (n=615)	45.4	20.5	34.2
Multi-Racial (n=710)	45.1	24.7	30.3
Wake (n=19,361)	55.6	22.8	21.6

Figure 19 summarizes student responses by grade level of beliefs about administrators treating all races fairly. The survey indicated that:

- As students move to the next grade level, there seems to be a decrease in the percentage of students who strongly agree/agree that administrators treat all students fairly.
- Approximately two thirds of ninth graders agreed/strongly agreed that administrators treated all students fairly while slightly less than half of twelfth graders shared this belief.

Figure 19
Administrators Treat Students Fairly by Grade Level

All races treated fairly by administrators at this school.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Ninth (n=5,559)	64.2	20.4	15.4
Tenth (n=5,070)	54.9	23.2	21.9
Eleventh (n=4,549)	52.0	24.1	23.9
Twelfth (n=3,969)	48.6	24.2	27.2
Wake (n=19,361)	55.6	22.8	21.6

Rules are Fair

Students were asked to respond to the statement, "The rules of my school are fair." Categories of response were combined to strongly agree/agree and strongly disagree/disagree. Of the Wake County students responding, slightly less than half agreed/strongly agreed that rules were fair. Responses by racial/ethnic groups were disparate. Percentages ranged from 27.2 (Alaskan/Native American) to 57.3 for Asian/Pacific.

Figure 20
Rules are Fair by Race/Ethnicity

The rules of my school are fair.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Asian/Pacific (n=736)	57.3	17.1	25.5
African American/Black (n=3,742)	39.7	19.2	41.2
Alaskan/Native American (n=81)	27.2	21.0	51.9
Hispanic (n=427)	49.9	18.5	31.6
White (n=12,649)	49.8	20.1	30.1
Other (n=614)	35.3	17.9	46.7
Multi-Racial (n=704)	35.1	21.2	43.8
Wake (n=19,259)	46.9	19.7	33.4

Figure 21 summarizes results by grade level for students responding to the statement "The rules of my school are fair." Of the students responding by grade level, responses ranged from 43 percent (eleventh grade) to 54 percent (ninth grade) who agreed/strongly agreed that the rules were fair at their schools.

Figure 21
Rules are Fair by Grade Level

The rules of my school are fair.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Ninth (n=5,531)	54.0	20.2	25.8
Tenth (n=5,046)	45.4	21.1	33.5
Eleventh (n=4,527)	43.0	18.8	38.2
Twelfth (n=3,942)	43.5	18.1	38.4
Wake (n=19,259)	46.9	19.7	33.4

Fairness in Discipline

Students were also asked to respond to a question about discipline being handled fairly at their schools. Percentages of students agreeing/strongly agreeing that discipline was fair ranged from 27.2 (Alaskan/Native American) to 52.1 percent for Asian/Pacific.

Figure 22
Discipline is Fair by Race/Ethnicity

Discipline is handled fairly at my school.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Asian/Pacific (n=735)	52.1	24.8	23.1
African American/Black (n=3,743)	39.1	23.3	37.7
Alaskan/Native American (n=81)	27.2	21.0	51.9
Hispanic (n=419)	49.6	22.7	27.7
White (n=12,607)	45.9	25.9	28.2
Other (n=606)	37.0	22.0	41.1
Multi-Racial (n=700)	32.1	26.1	41.7
Wake (n=19,186)	43.9	25.2	31.0

Figure 23 summarizes grade level responses to the statement "Discipline is handled fairly at my school." Of the students responding by grade level, the percentage of students who agreed/strongly agreed that discipline was handled fairly decreased as the students progressed through grade levels.

Figure 23
Discipline is Fair by Grade Level

Discipline is handled fairly at my school.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Ninth (n=5,517)	52.2	24.9	23.0
Tenth (n=5,025)	42.8	25.0	32.2
Eleventh (n=4,516)	39.8	25.9	34.3
Twelfth (n=3,915)	38.5	24.9	36.7
Wake (n=19,186)	43.9	25.2	31.0

Support in Understanding and Getting Along with Others

Students were asked to respond to the statement, "The school's staff help students understand and get along with each other." Categories of response were combined to strongly agree/agree, undecided, and strongly disagree/disagree. Survey results indicated that:

- Slightly less than half of the students agreed/strongly agreed with this statement.
- There were minor differences in response patterns by ethnicity and grade level.
- About a third of all students were undecided.

Figure 24
Staff Helps Students to get Along by Race/Ethnicity

The school's staff help students understand and get along with each other.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Asian/Pacific (n=734)	51.2	30.4	18.4
African American/Black (n=3,770)	41.9	31.6	26.5
Alaskan/Native American (n=81)	24.7	33.3	42.0
Hispanic (n=423)	48.5	30.7	20.8
White (n=12,668)	42.7	34.4	22.9
Other (n=614)	35.7	31.9	32.4
Multi-Racial (n=702)	30.9	34.9	34.2
Wake (n=19,293)	42.2	33.6	24.2

Figure 25 summarizes student responses by grade level to the statement "The school's staff help students understand and get along with each other." The survey indicated that approximately half the ninth graders agreed/strongly agreed with this statement while less than 40% of eleventh and twelfth grade students strongly agreed/agreed.

Figure 25
Staff Helps Students Relate to Others by Grade Level

The school's staff help students understand and get along with each other.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Ninth (n=5,538)	49.6	32.0	18.4
Tenth (n=5,050)	41.8	33.1	25.2
Eleventh (n=4,542)	37.1	35.7	27.2
Twelfth (n=3,942)	38.1	33.8	28.1
Wake (n=19,293)	42.2	33.6	24.2

Support for Personal Problems at School

Students were asked to indicate school staff with whom they would feel comfortable discussing a serious problem. Of the school staff listed, Wake County students felt most comfortable talking with a teacher, counselor or coach.

Figure 26
School Support for Personal Problems by Grade

If I have a serious problem, I feel comfortable talking to:	Wake (n=19,780)	Ninth (n=5,698)	Tenth (n=5,163)	Eleventh (n=4,620)	Twelfth (n=4,032)
Teacher	53.7	51.0	52.2	54.6	58.9
Coach	30.0	32.8	32.5	28.0	25.4
Counselor	43.3	46.2	43.1	40.8	43.0
Nurse	6.3	8.4	6.3	5.3	4.5
Principal	13.1	16.0	12.2	11.1	12.4
Assistant Principal	12.0	13.0	11.1	11.3	12.5
Resource Officer	8.4	9.8	7.9	7.6	7.9

Figure 27 summarizes responses by gender. Survey results indicated that:

- Both males and females felt most comfortable talking with a teacher.
- The majority of females felt comfortable talking with a counselor about a serious problem; 50% of females compared to 37% of males felt comfortable talking with a counselor.
- About one third of males felt comfortable talking with a coach or counselor.
- Fewer males and females were comfortable talking with a nurse or resource officer about a serious problem. This may reflect lack of knowledge regarding the identity of nurses and resource officers in the high schools.

Figure 27
School Support for Personal Problems by Gender

If I have a serious problem, I feel comfortable talking to:	Wake (n=19,780)	Males (n=9,598)	Females (n=9,811)
Teacher	53.7	48.1	59.4
Coach	30.0	34.2	25.9
Counselor	43.3	36.5	50.4
Nurse	6.3	4.8	7.9
Principal	13.1	15.0	11.4
Assistant Principal	12.0	12.9	11.1
Resource Officer	8.4	9.6	7.2

Figure 28 summarizes school support by race/ethnicity.

Figure 28
School Support for Personal Problems by Race

If I have a serious problem, I feel comfortable talking to:	Asian /Pacific (n=753)	African American /Black (n=3,910)	Alaskan /Native American (n=85)	Hispanic (n=454)	White (n=12,869)	Other (n=631)	Multi-Racial (n=724)
Teacher	59.0	42.2	21.2	50.2	58.1	44.7	50.6
Coach	14.3	27.2	23.5	17.4	32.9	25.0	26.9
Counselor	46.9	42.3	34.1	39.7	44.1	39.3	40.2
Nurse	6.1	7.0	9.4	8.6	5.9	6.8	8.2
Principal	11.8	14.0	4.7	15.9	13.0	12.4	13.8
Assistant Principal	7.8	12.8	5.9	11.0	12.1	10.6	13.5
Resource Officer	5.1	6.7	9.4	9.9	9.1	7.6	9.7

Most racial/ethnic groups felt most comfortable talking with teachers, counselors, or coaches about a serious personal problem. However, African American/Black and Alaskan/Native Americans responded somewhat differently:

- While more White students were comfortable talking to a teacher, Black students more frequently were comfortable talking to a counselor.
- African American/Black students felt most comfortable talking with a counselor (42%), teacher (42%), or coach (27%).
- More Alaskan/Native American students felt comfortable talking with a counselor (34%), and fewer with a teacher (21%).

Instructional Activities

Students were asked to indicate the types of instructional activities that were used in their classrooms by frequency of use. The categories were never, daily, once a week, weekly, or monthly. The categories once a week and weekly were combined to weekly. A variety of activities were used in Wake County high school classrooms.

What types of instructional activities do teachers use?

Figure 29
Teachers' Use of Instructional Activities

How often do teachers use:	Number Responding	Never	Monthly	Weekly	Daily
Lectures	18,737	7.5	5.0	31.7	55.8
Discussion	18,691	5.4	4.5	30.6	59.5
Individual projects	18,578	7.7	54.3	28.5	9.5
Worksheets	18,644	3.2	2.7	24.0	70.1
Group projects	18,586	9.3	38.4	42.4	10.0
Visuals	18,417	11.3	12.9	35.7	40.1
Demonstrations	18,425	12.5	14.9	43.1	29.5
Hands-on activities	18,423	12.2	18.8	48.3	20.7
Computers	18,365	40.6	27.9	17.7	13.8

What are student learning preferences?

In addition to rating the frequency of use of different instructional activities, students were asked to rate the types of activities that help them to learn best by frequency. The categories and ratings used were the same as the activities listed for teachers. The once a week and weekly categories were combined.

The survey showed that:

- Students believed that they learned best through the use of discussion, hands-on activities, visuals, and demonstrations on a daily basis (Figure 30).
- More than a third of students felt that the use of lectures never helped them to learn.
- A majority of students reported that lectures were used daily in their classes (see Figure 29).

Figure 30
Students' Learning Preference

I learn best by:	Number Responding	Never	Monthly	Weekly	Daily
Lectures	17,226	40.0	6.0	27.6	26.4
Discussion	17,309	12.8	2.9	22.7	61.6
Individual projects	16,969	24.7	29.2	27.6	18.5
Worksheets	17,024	17.9	4.7	31.1	46.3
Group projects	17,033	17.5	20.8	34.0	27.7
Visuals	16,944	12.6	5.6	24.8	56.9
Demonstrations	16,980	11.3	4.9	27.2	56.6
Hands-on activities	17,105	10.1	5.0	27.7	57.3
Computers	16,858	22.3	10.8	29.6	37.3

Do instructional methods match learning preferences?

Teacher instructional methods were matched to students' learning preferences for frequency of use. An ideal match would be one where the instructional activity and the student's learning preference matched for frequency of use. For example, an ideal match would be "teachers use lectures daily" and "I learn best by lectures daily."

Figure 31
Students' Learning Preference Matched to Frequency of Instructional Practice

"I learn best by" matched to "Teachers use".	Number	Never	Monthly	Weekly	Daily
Lectures	17,049	5.7	1.2	12.4	20.9
Discussion	17,118	2.7	0.6	11.6	44.1
Individual projects	16,730	4.5	22.7	12.8	4.2
Worksheets	16,813	2.1	0.7	12.1	38.8
Group projects	16,816	4.2	14.2	19.7	5.7
Visuals	16,687	5.3	2.7	13.7	31.3
Demonstrations	16,711	4.7	2.4	16.2	23.0
Hands-on activities	16,808	4.1	2.7	17.4	15.8
Computers	16,532	15.6	5.8	7.9	10.1

Of the students responding, only 20.9 % of students were ideally matched for lectures. This meant that these students felt that they learned best by daily lectures and that their teachers used lectures daily.

Figure 32 summarizes instructional activities matched to learning preference by grade level. The results from the survey showed that:

- *Discussion* had the greatest match to learning preference for all grade levels. More than 40% of students who felt they learned best through discussion reported daily use of discussion by their teachers.
- *Worksheets* had matches ranging from 34 to 43%; they were the second best match for all grade levels.
- The worst match was *hands-on* activities for all grade levels. More than 57% of all students felt that they learn best through the daily use of *hands-on* activities, but only 16% of those students reported daily use of such activities by their teachers.

Figure 32
Daily Instructional Activities and Learning Preference by Grade

	Ninth	Tenth	Eleventh	Twelfth
Teachers used _ daily and I learn best by:				
Discussion	44.0	42.2	45.0	45.6
Number responding	4,870	4,477	4,034	3,549
Hands-on activities	17.9	15.1	14.0	15.8
Number responding	4,768	4,394	3,983	3,481
Visuals	30.0	30.1	32.4	33.5
Number responding	4,718	4,366	3,958	3,468
Demonstrations	25.8	22.5	21.4	21.5
Number Responding	4,746	4,357	3957	3,469
Worksheets	43.3	39.1	37.4	33.8
Number responding	4798	4,380	3,972	3,476

Survey results were also disaggregated by gender. For results comparing males and females, the survey showed that:

- Teachers' daily use of hands-on activities and visuals tended to be matched for about the same percentage of females as male students.
- For discussion, slightly less than half of female students were matched with their learning preference compared to more than a third of male students.

- For worksheets, slightly less than half of female students were matched to their learning preference compared to a third of male students.

Figure 33 summarizes teachers' daily use and learning preferences for discussion, hands-on activities, visuals, worksheets, and demonstrations by race/ethnicity; the survey showed that:

- With the exception of Native Americans, more than 40 percent of students preferred daily discussion and were matched to teachers who used discussion daily. (There was a similar pattern for discussion when looking at students by grade level.)
- With the exception of Native Americans, a third to slightly less than half of all students who preferred the use of worksheets had teachers who used worksheets daily.
- A small percentage of students who preferred hands-on activities were matched to teachers who used hands-on activities daily (17 to 22%).

Figure 33
Daily Instructional Activities and Learning Preference by Race/Ethnicity

	Asian /Pacific	African American /Black	Alaskan /Native American	Hispanic	White	Other	Multi-racial
Teachers used _ daily and I learn best by:							
Discussion	42.5	47.7	22.7	41.6	43.5	42.8	44.2
Number responding	650	3,249	75	368	11,387	523	608
Hands-on activities	17.3	21.7	16.0	15.0	13.9	16.1	17.1
Number responding	629	3,158	75	361	11,210	515	607
Visuals	31.5	30.2	23.0	24.5	32.3	26.2	28.0
Number responding	619	3,114	74	359	11,154	515	604
Demonstrations	23.3	29.3	18.1	25.2	21.2	23.1	21.8
Number responding	634	3,136	72	361	11,146	510	602
Worksheets	38.9	47.2	29.7	38.8	37.0	36.3	33.6
Number responding	640	3,170	74	366	11,190	513	605

Grades Students Gave to their Schools

Students were asked to give a letter grade to their high schools. Approximately one-half of students gave their school an A or B, and more than 77% gave their schools As, Bs, or Cs. However, a higher percentage of students in ethnic groups other than Asian and White gave their schools Ds and Fs, or were undecided.

Figure 34
Grades Students Gave to their Schools by Race/Ethnicity

	Number Responding	A	B	C	D	F	Not sure
Asian/Pacific	707	24.3	39.5	19.1	5.1	3.8	8.2
African American /Black	3,664	9.9	26.6	32.6	11.4	10.3	9.1
Alaskan/Native American	81	8.6	27.2	14.8	9.9	25.9	13.6
Hispanic	418	13.9	30.4	26.1	6.9	11.0	11.7
White	12,465	15.4	37.3	28.0	8.9	4.7	5.8
Other	594	15.8	24.7	23.6	13.1	13.6	9.1
Multi-Racial	679	10.6	29.2	29.6	11.3	11.2	8.1
Wake	18,914	14.4	34.3	28.3	9.5	6.5	6.9

Some additional analyses were completed that matched school ratings with self-reported student grades, school ratings with the types of staff (i.e., teacher, counselor) a student could talk to for a serious problem at school, and school ratings with ratings of teaching subjects. As shown in Figures 35 and 36, the survey showed that:

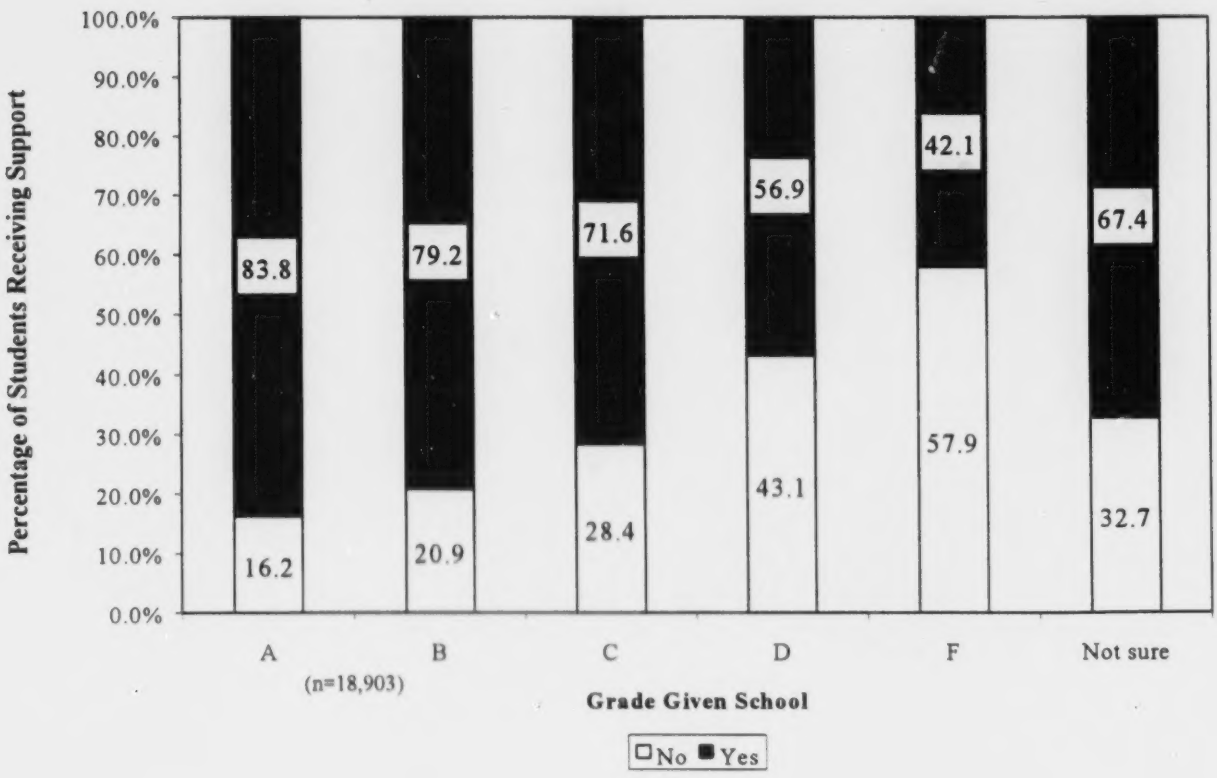
- Students receiving As and Bs tended to give their schools As and Bs.
- The majority of students giving their school an A, B, or C reported that they could talk to a teacher, counselor, or principal.
- Only 8% of students giving the school an A did not report being comfortable talking to any category of school staff (see figure 35), while one-third of students giving the school an F failed to identify any category of staff member to talk to.
- Regardless of the grade given to the school, the majority of students had one or two staff members they could talk to.

Figure 35
Self-Reported Grades and Grades Students Gave to Schools

Self-Reported Student Grades	Grades Students Gave to their Schools					
(n=18,465)	**A**	**B**	**C**	**D**	**F**	**Not sure**
As and Bs	20.8	41.0	24.0	5.8	3.2	5.1
Bs and Cs	8.7	31.3	34.0	11.5	6.7	7.9
Cs and Ds	5.7	20.0	34.0	17.6	13.3	9.5
Ds and Fs	6.1	12.3	18.3	19.1	32.3	11.9

Figure 36 shows the percentage of students who identified a teacher, counselor, and/or principal as someone they could talk to about a serious problem. Students with higher grades are more likely to feel that they are comfortable talking with a teacher, counselor, or principal about serious problems than students with lower grades.

Figure 36
Comfortable Talking About Serious Problems with Teacher, Counselor, or Principal and Grades Students Gave to Schools



SAFE AND DRUG FREE SCHOOLS

Safety

Students were asked to respond to a statement about school safety. Categories of response were combined to strongly agree/agree and strongly disagree/disagree. The belief that school is a safe place has increased over time.

- In 1994, 53% of the students responding agreed/strongly agreed that school is a safe place to learn.
- In 1996, 55% of the students responding agreed/strongly agreed that school is a safe place to learn.
- Of the Wake County students responding in 1998, 65% agreed/strongly agreed that their school is a safe place to learn.

The percentage of students agreeing/strongly agreeing that their schools were safe ranged from 57% for Multi-racial students to 69% for Asian/Pacific students.

Figure 37
School is Safe by Race/Ethnicity

My school is a safe place to learn.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Asian/Pacific (n=743)	68.5	19.7	11.8
African American/Black (n=3,768)	60.2	23.6	16.2
Alaskan/Native American (n=81)	39.5	24.7	35.8
Hispanic (n=427)	69.3	17.1	13.6
White (n=12,660)	67.4	20.3	12.3
Other (n=613)	57.8	22.0	20.2
Multi-Racial (n=706)	56.8	21.3	22.0
All Wake (n=19,298)	65.1	21.0	13.9

About two thirds of all students strongly agreed/agreed that their school was a safe place, regardless of grade level, and 13-15% disagreed.

Figure 38
School is Safe by Grade Level

My school is a safe place to learn.	Strongly Agree or Agree	Undecided	Strongly Disagree or Disagree
Ninth (n=5,542)	64.0	22.4	13.6
Tenth (n=5,060)	63.4	21.5	15.1
Eleventh (n=4,538)	65.7	20.7	13.6
Twelfth (n=3,944)	68.7	18.4	12.9
Wake (n=19,298)	65.1	21.0	13.9

Access to Drugs or Guns

Students were asked to respond to questions related to access and use of drugs or weapons in their schools and neighborhoods. The response categories very hard and hard were combined; and categories easy and very easy were combined. Figure 39 summarizes the information for access of drugs or weapons for those Wake County students who responded during the fall of 1998.

Figure 39
Access to Drugs or Guns in Wake County Schools (1998)

How difficult is it to get:	Number	Very hard or hard	Not sure	Easy or very easy
Alcohol at school	19,302	21.2	38.1	40.7
Marijuana at school	19,306	14.5	31.0	54.4
Drugs at school	19,240	18.0	46.4	35.6
Marijuana in neighborhood	19,002	39.9	27.7	32.5
Drugs in neighborhood	19,205	41.2	34.0	24.8
Gun at school	19,218	40.1	47.9	12.0
Gun in neighborhood	19,235	41.9	36.3	21.9

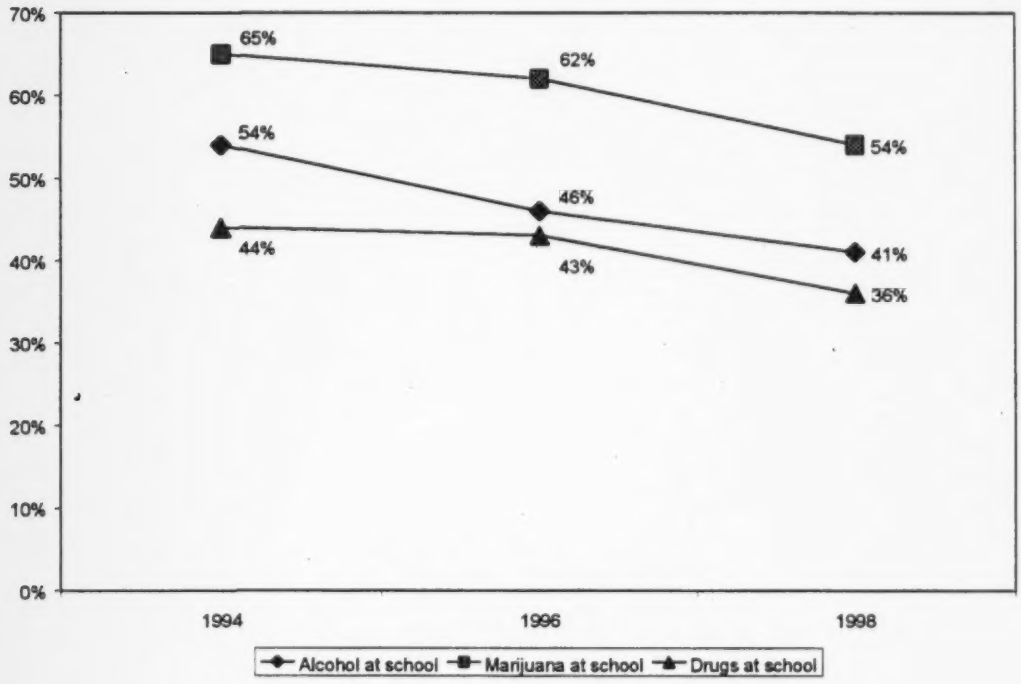
Results from Wake County high school surveys in 1994, 1996, and 1998 are compared in Figures 40 and 41. As shown from these Figures:

- There was a decline in easy/very easy access to alcohol, marijuana, and other drugs in school from 1994 to 1998.
- There was a decline in easy/very easy access to guns.
- There has been very little change in access to marijuana and other drugs in neighborhoods.
- Easy access to guns in neighborhoods remained the same from 1996 to 1998 (22%).

Figure 40
Easy/Very Easy Access to Drugs or Guns in Wake County Schools

	1994	1996	1998
Alcohol at school	54%	46%	41%
Marijuana at school	65%	62%	54%
Drugs at school	44%	43%	36%
Marijuana in neighborhood	32%	34%	33%
Drugs in neighborhood	24%	27%	25%
Gun at school	29%	17%	12%
Gun in neighborhood	26%	22%	22%

Figure 41
Access to Alcohol, Marijuana, or Other Drugs at School (1994-98)
(Wake County)



Access to Alcohol by Ethnic Group and Grade Level

Students were asked to rate the difficulty of access to alcohol at school. As displayed in Figure 41, access to alcohol has decreased over time. For 1998, slightly under one fourth felt that it would be very hard/hard to access alcohol at school.

Slightly less than one-half of Wake County students felt that it was easy/very easy to gain access to alcohol. Responses were varied. The survey showed that:

- Native American and White students reported easier access to alcohol than other groups (see Figure 42).
- Slightly less than half of eleventh and twelfth grade students felt that it was easy/very easy to gain access to alcohol (see Figure 43).

Figure 42
Access to Alcohol at School for 1998

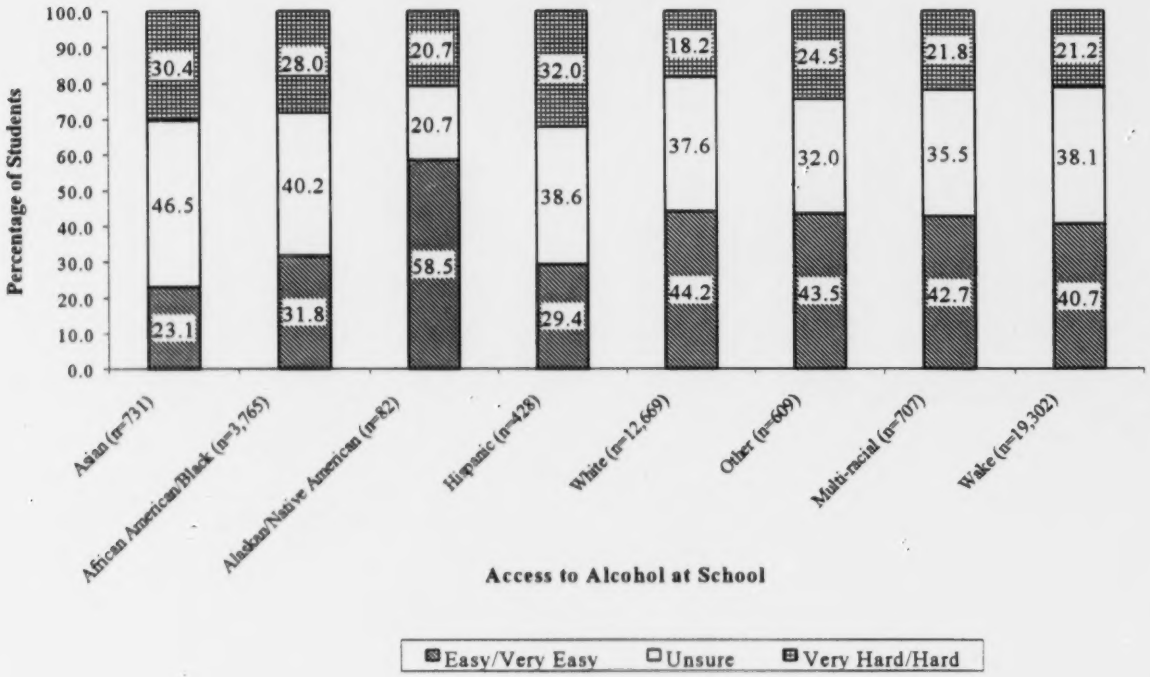
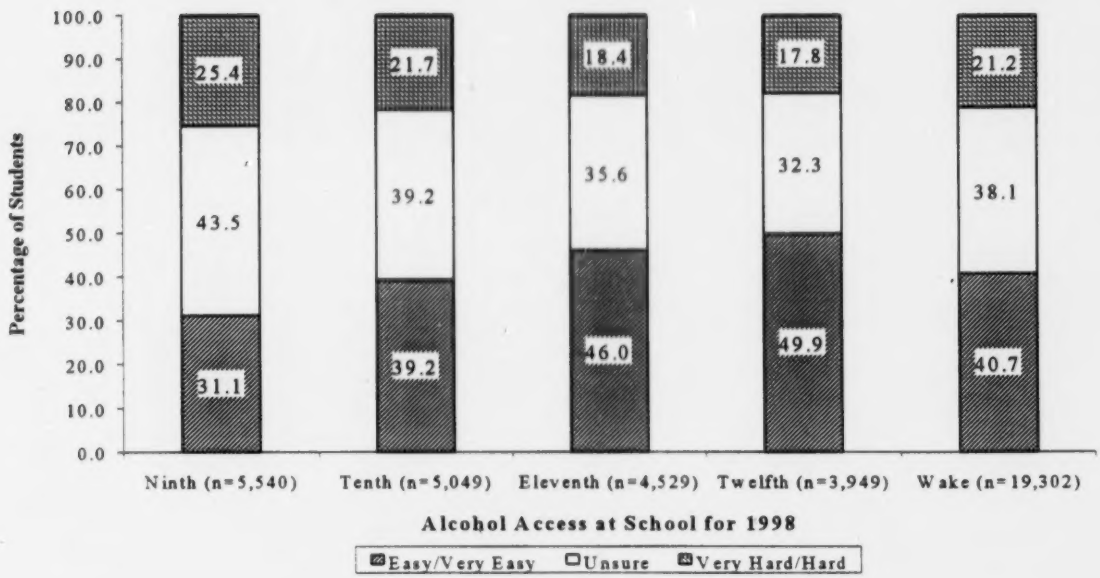


Figure 43
Access to Alcohol for 1998 by Grade Level



Use of Alcohol or Drugs

In addition to responding to questions related to access to drugs, students were asked to indicate their use of alcohol or other drugs during the past year. Response categories were never, once, occasionally, monthly, weekly, or daily. Response categories were combined for analysis: never and once, occasionally and monthly, and weekly and daily.

Figure 44
Use of Alcohol or Other Drugs During the Past Year (Wake)

	Number Responding	Never/Once	Occasionally/ Monthly	Weekly/ Daily
Tobacco	19,293	64.2	14.9	20.8
Alcohol	19,234	57.9	29.8	12.3
Marijuana	19,135	77.1	12.4	10.5
Cocaine	19,162	95.9	1.9	2.2
Stimulants	19,141	94.4	2.9	2.7
Inhalants	19,185	95.3	2.5	2.2
Paneotropines	19,082	97.7	0.6	1.7
Narcotics	19,174	96.2	1.7	2.2
Hallucinogens	19,139	93.5	3.9	2.6
Over-the-counter drugs to get high	19,176	87.0	8.9	4.1

As shown in Figure 44:

- During the past year, the majority of Wake County students used alcohol once or not at all.
- As a student's grade level increases, there tends to be an increase in the percentage of students who have used alcohol occasionally or more frequently.
- More than a third of students smoke tobacco occasionally or more frequently, with 21% reporting weekly or daily use.
- Almost one-fourth of students use marijuana occasionally or more frequently, with 10% reporting weekly or daily use.
- Approximately 2.3% of students reported using a phony drug called "paneotropines". This should be considered when examining the self-reported use of other drugs.

Figure 45
Alcohol Use During the Past Year by Race/Ethnicity (Wake)

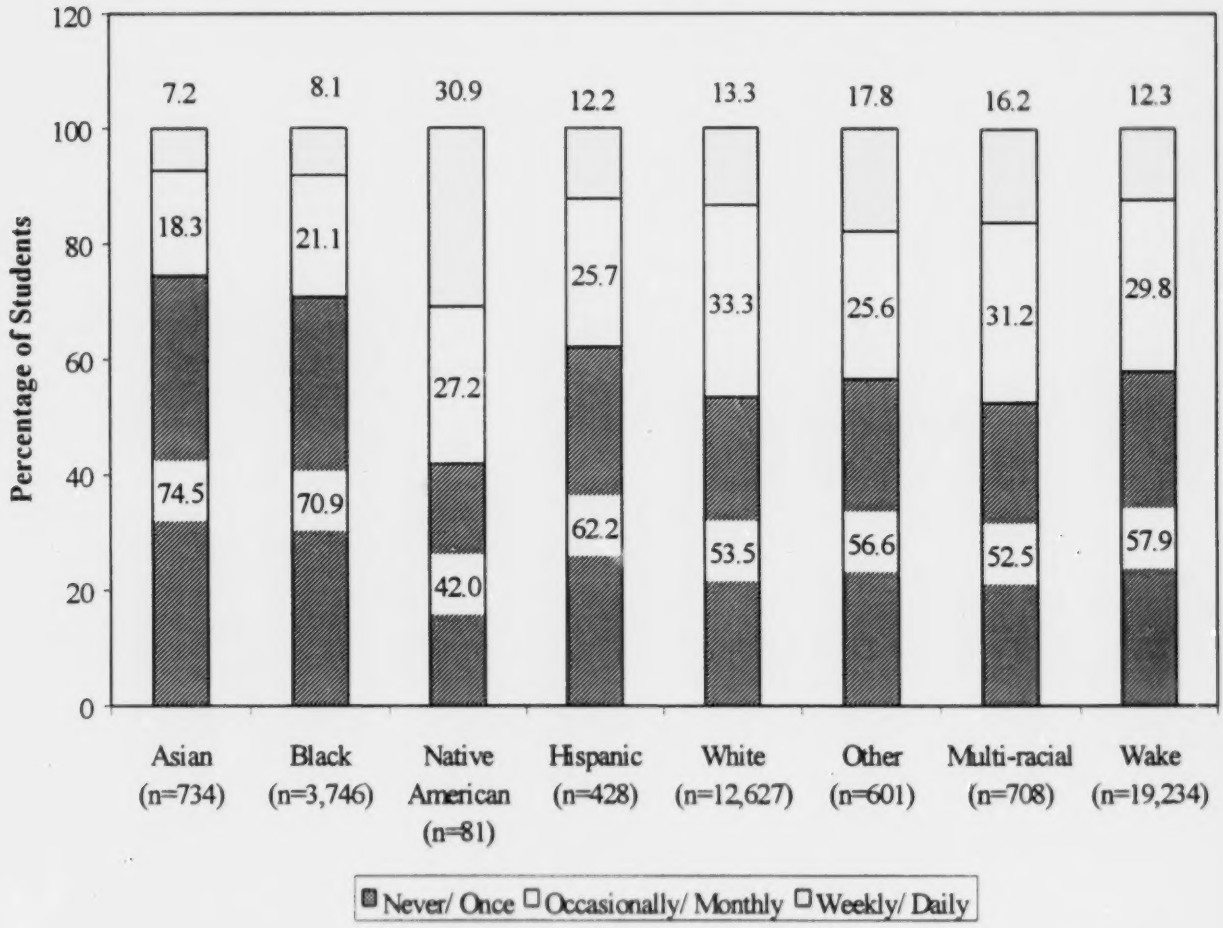


Figure 46
Alcohol Use During the Past Year by Grade Level in Wake County (1998)

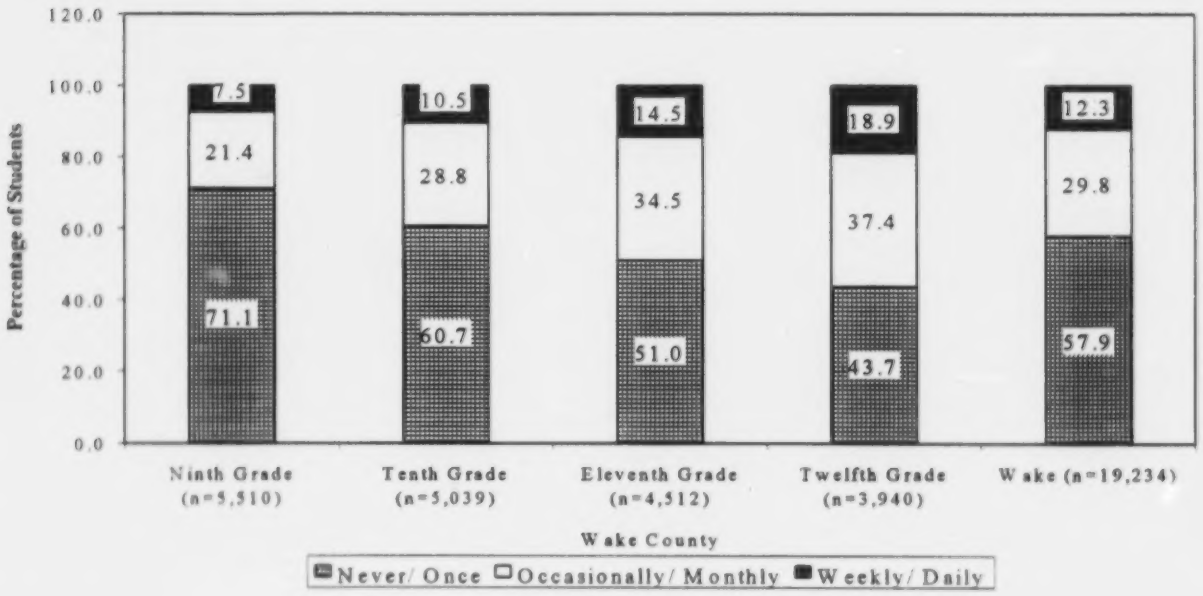


Figure 47
Alcohol Use During the Past Year by Gender in Wake County

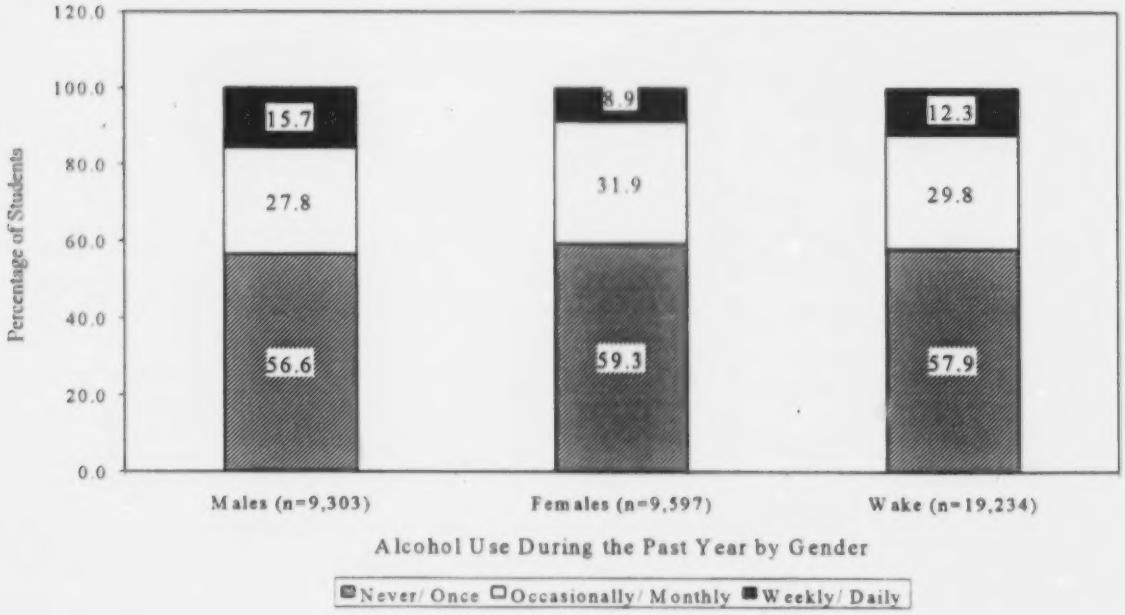
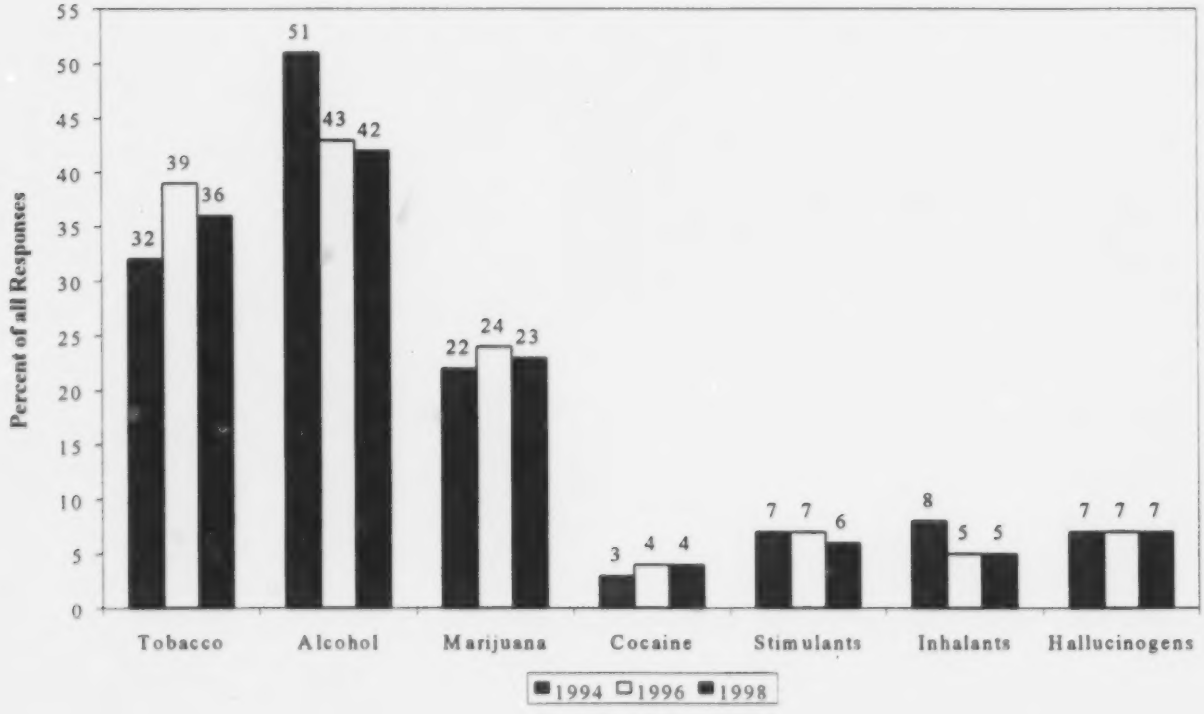


Figure 48 provides a summary of the use of alcohol, tobacco, marijuana, cocaine, inhalants, and hallucinogens by Wake students from 1994 to 1998. This information is summarized from the High School Student Surveys for those years and shows little change over the four year period. The survey results suggest:

- Tobacco use is down from 1996 but still higher than 1994.
- Alcohol consumption has decreased from 1994; consumption was about the same for 1996 and 1998.
- There has been little change in the use of marijuana; 1998 use is slightly lower than 1996 but slightly higher than 1994.
- Cocaine use has remained stable and fairly low compared to alcohol, marijuana, or tobacco use.
- Inhalant use was the same for 1996 and 1998 but slightly lower than 1994.
- Reported hallucinogen use was the same for 1994 and 1998 but slightly higher in 1996; overall use is relatively low compared to marijuana, alcohol, or tobacco use.

Figure 48
Substance Use Over Time
(Wake County)

During the past year, how often did you use: (Bars show a total of all responses of occasionally, monthly, weekly, or daily)



At-risk Behavior during Lifetime

Students were asked to respond to a number of questions that related to at-risk behavior such as drinking and driving or carrying weapons. They responded by indicating the number of times they had indulged in the behavior during their life.

The 1996 and 1998 High School Student Surveys asked students to respond to the number of times a student had used marijuana in the student's life. The categories 10-19 times, 20-39 times, 40-99, and 100 or more times were combined to 10 or more times. As shown in Figure 49, the frequency of marijuana use has declined over time.

Figure 49
Marijuana Use During Lifetime (Wake)

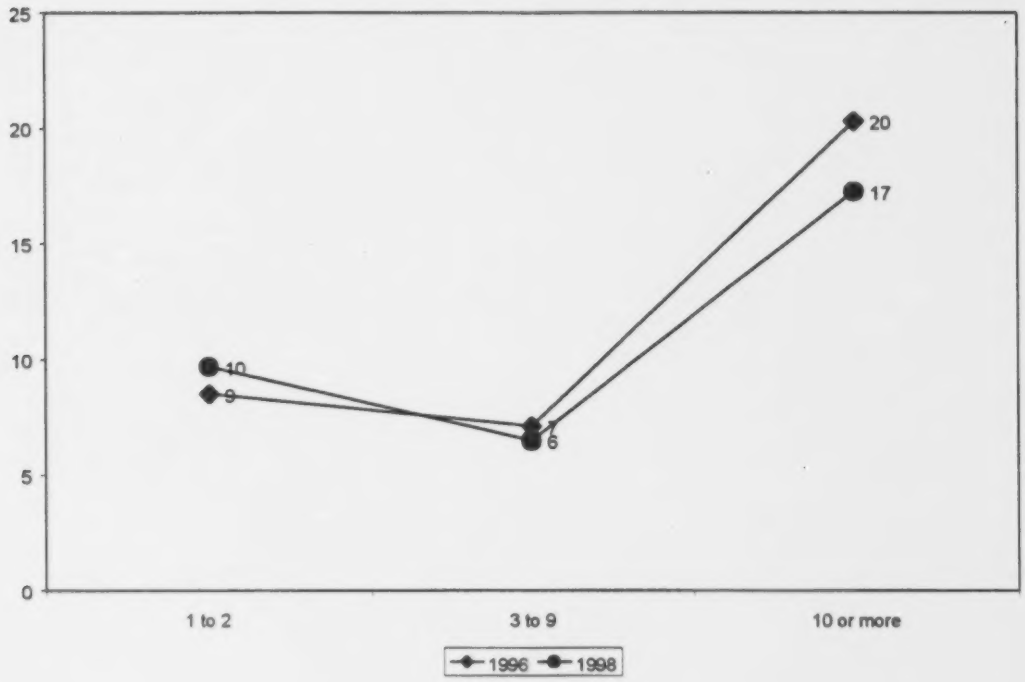


Figure 50 summarizes student responses for at-risk behavior during life by grade level. The survey results indicate:

- As students move from ninth to twelfth grades, there is an increase in the number of times they have driven after drinking.
- As students move from ninth to twelfth grades, there is an increase in the use of marijuana.
- As students move from ninth to twelfth grades, binge drinking[1] tends to increase.
- As students move from ninth to twelfth grades, fighting tends to decrease and there is little change in the low percentage of students who report carrying a knife or a gun.

Figure 50
Percent Reporting At-risk Behavior During Life

During your life, how many times have you:	9th		10th		11th		12th	
	3-9 Times	10 or More Times	3-9 Times	10 or More Times	3-9 Times	10 or More Times	3-9 Times	10 or More Times
Driven after drinking	0.7	1.7	1.0	2.0	2.8	3.0	5.3	5.4
Number responding	5501		5,040		4,507		3,933	
Used marijuana	4.2	10.5	6.5	15.8	7.5	20.7	8.5	24.6
Number responding	5,472		5,017		4,483		3,923	
Carried a knife	4.8	9.9	4.9	10.1	4.7	10.1	4.2	10.1
Number responding	5,486		5,037		4,488		3,935	
Carried a gun	1.4	3.1	1.4	2.7	1.2	3.4	1.4	3.2
Number responding	5,479		5,019		4,483		3,923	
Been in a fight	16.4	13.1	15.5	10.9	14.9	9.6	12.7	9.0
Number responding	5,475		5,025		4,491		3,925	
Had >4 glasses of alcohol	5.2	6.8	8.1	12.5	10.5	18.5	12.9	25.5
Number responding	5,479		5,028		4,491		3,929	

[1] Drinking 4 or more glasses of alcohol at one time

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At-Risk Behavior during the Last 30 Days

The NCDPI conducts a behavior survey to adolescents. Some of the questions are similar to those on the Wake County survey. The Youth Risk Behavior Survey (YRBS) was administered to 1,779 students in 51 randomly selected high schools in North Carolina during the spring of 1995 and to 2340 students in 39 randomly selected high schools in 1997. A portion of the YRBS surveyed alcohol consumption. On both the YRBS and the WCPSS surveys, students were asked to respond to the number of times they had engaged in at-risk behaviors during the last 30 days.

The 1996 and 1998 High School Surveys asked students to respond to marijuana use over the last 30 days. Results from these surveys suggest that the frequency of use of marijuana during a 30-day time period:

- has increased slightly from 1996 to 1998 for infrequent (1-2 times a month) users and very frequent (10 or more) users.
- has decreased slightly from 1996 to 1998 for 3 or more times a month users.

Figure 51 compares 30-day marijuana use for Wake County Students and North Carolina Students. North Carolina results are from 1997 from the Youth Risk Behavior Survey. Figure 51 shows that Wake County students reported using marijuana less than students in North Carolina, especially at grades nine and ten.

Figure 51
Marijuana Use During Last 30 Days in Wake (1998) and NC (1997)

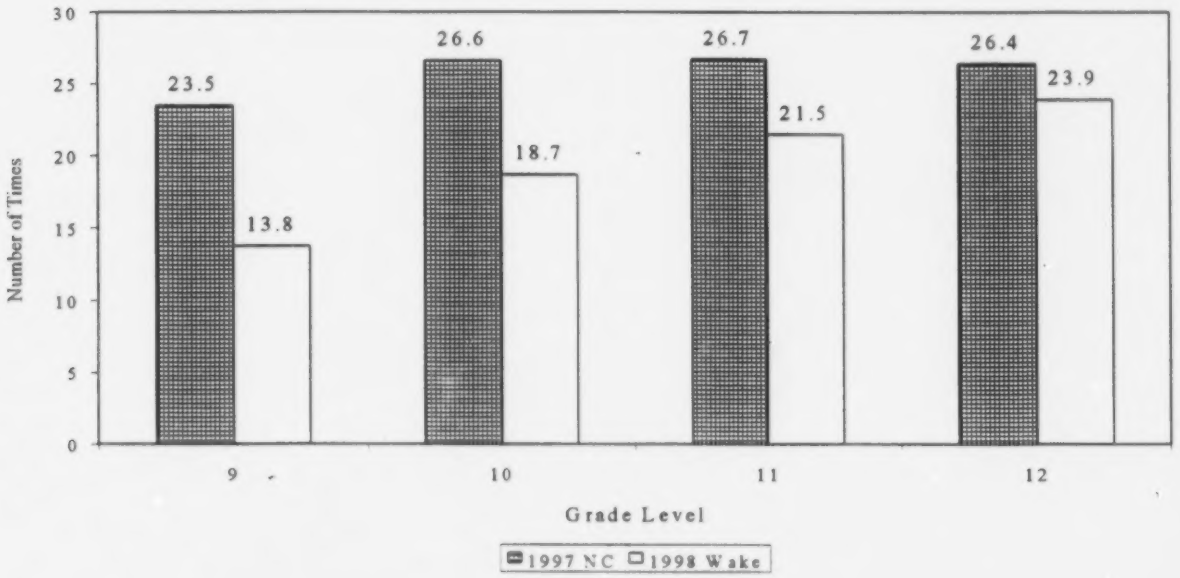

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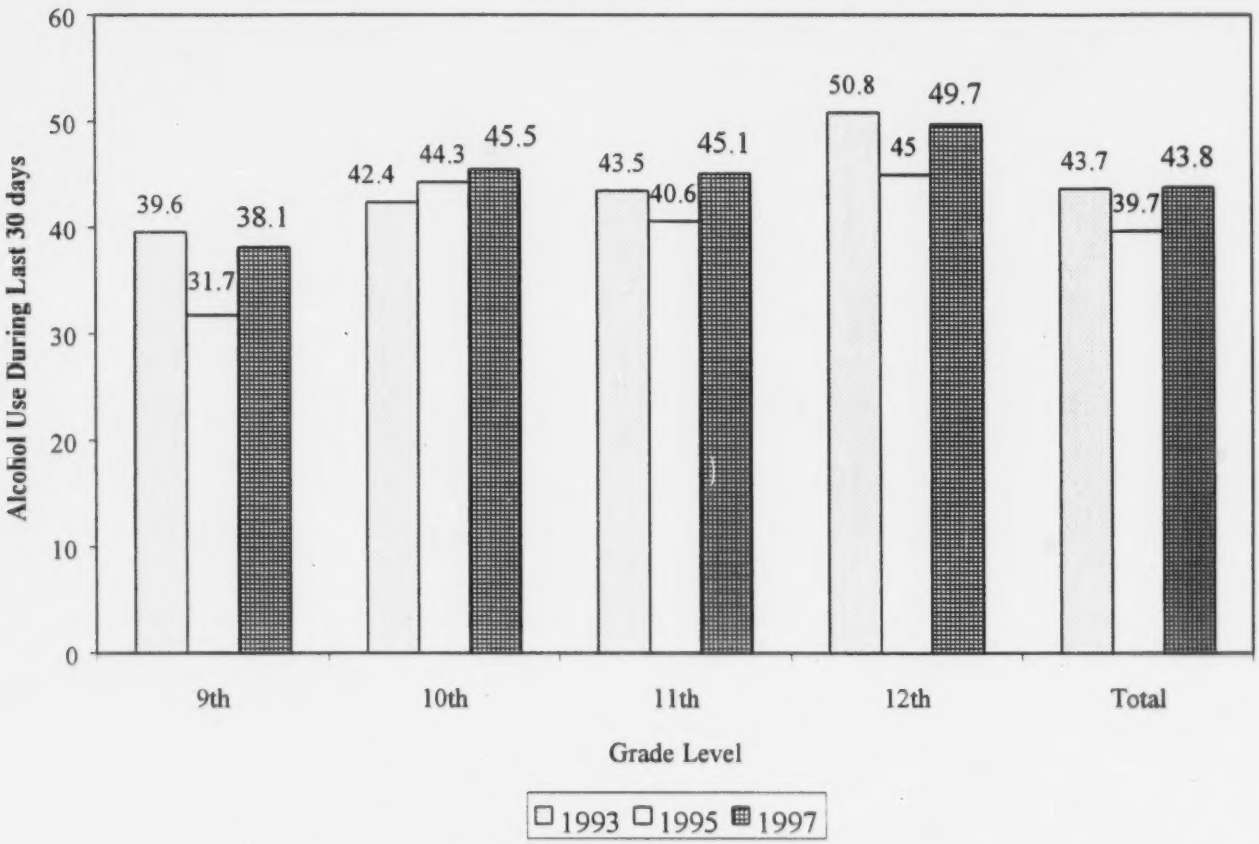
Figure 52
At-risk Behavior During Last 30 Days (Wake)

During the past 30 days, how many times have you:	Number Responding	0 Times	1-2 Times	3-9 Times	10 or More Times
(1998)					
Driven after drinking	19,011	93.0	4.4	1.0	1.6
Used marijuana	18,969	81.0	8.3	4.2	6.6
Carried a knife	18,966	87.7	5.8	2.1	4.3
Carried a gun	18,963	95.2	1.9	0.8	2.1
Been in a fight	18,949	86.2	9.3	2.0	2.5
Had more than 4 glasses of alcohol	18,911	80.0	11.0	4.9	4.1

Students were asked to report on alcohol consumption within the last 30 days. Figure 53 summarizes the trends in North Carolina student alcohol consumption during the last 30 days prior to responding to the YRBS. For all grade levels, North Carolina students increased their alcohol consumption between 1995 and 1997.

Figure 53
Percentage of North Carolina High School Students Who Drank Alcohol in the Previous 30 Days[2]

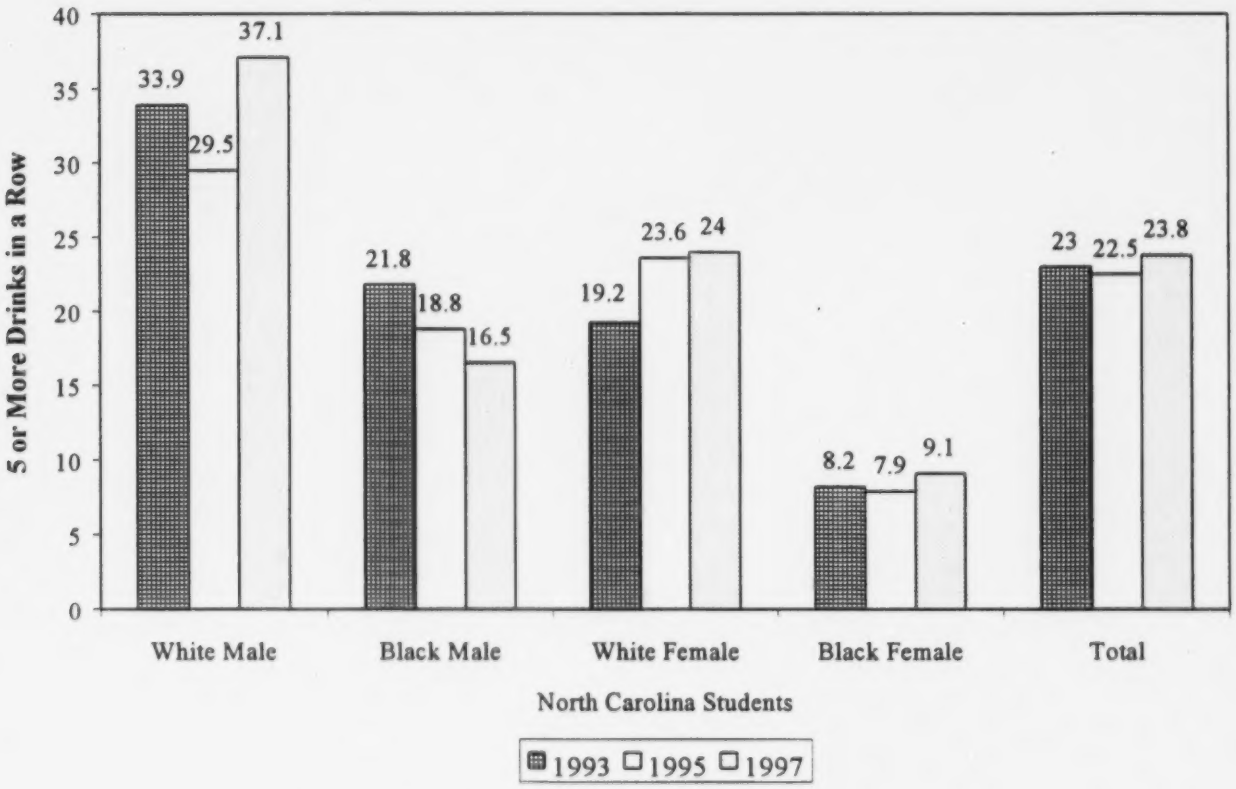


[2] NCDPI, Division of Accountability Services, Evaluation Section 1997 Youth risk behavior: High school 1997 survey results, page 44.

On the YRBS, North Carolina students were asked to indicate the number of times they had five or more drinks in the previous 30 days. Survey results indicate that more than one out of five students reported drinking five or more drinks in a row during the previous 30 days.

Figure 54

Percentage of North Carolina High School Students Who Had 5 or More Drinks of Alcohol in a Row in the Previous 30 Days[3]



The Monitoring the Future Study[4] is a study conducted at the Institute for Social Research at the University of Michigan. Since 1975, a survey of a nationwide sample of high school seniors was conducted. Since 1991, the survey has included nationwide samples of eighth and tenth grade students. The Monitoring the Future Study provided information related to US students who had consumed five or more drinks within the last two weeks. Wake County students were asked to respond to a similar question with a one-month time span.

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[3] NCDPI. Youth Risk Behavior Survey: High school 1997 survey results, page 45.

[4] University of Michigan. 1998 Monitoring the Future Study [On-line].

Figure 55
US Students Consuming 5+ Drinks Within Last 2 Weeks

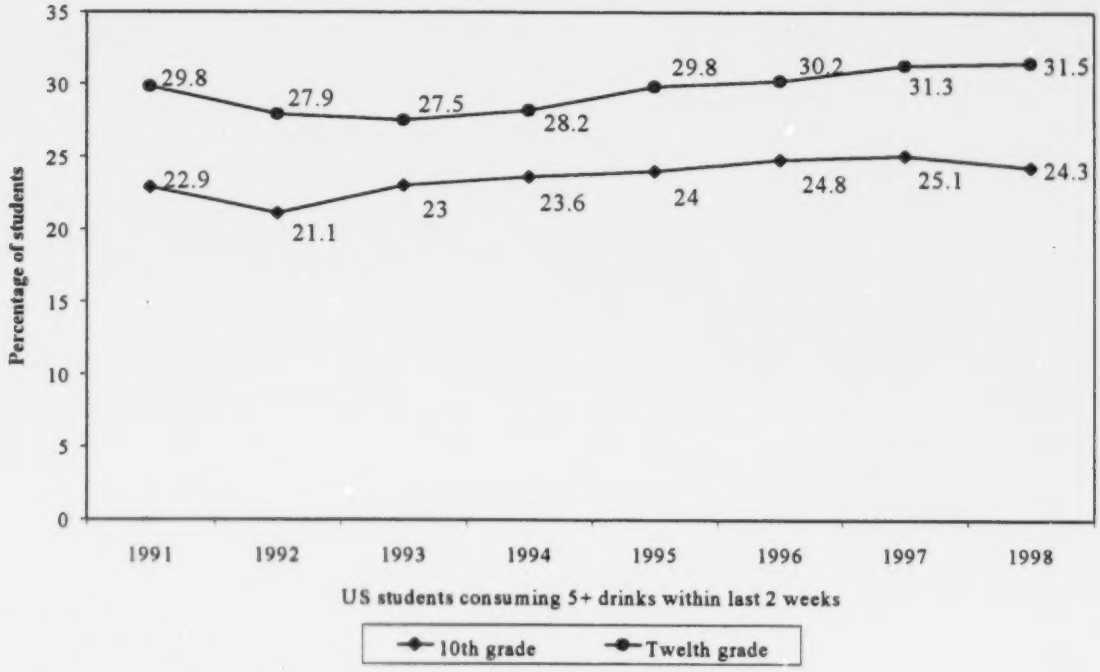
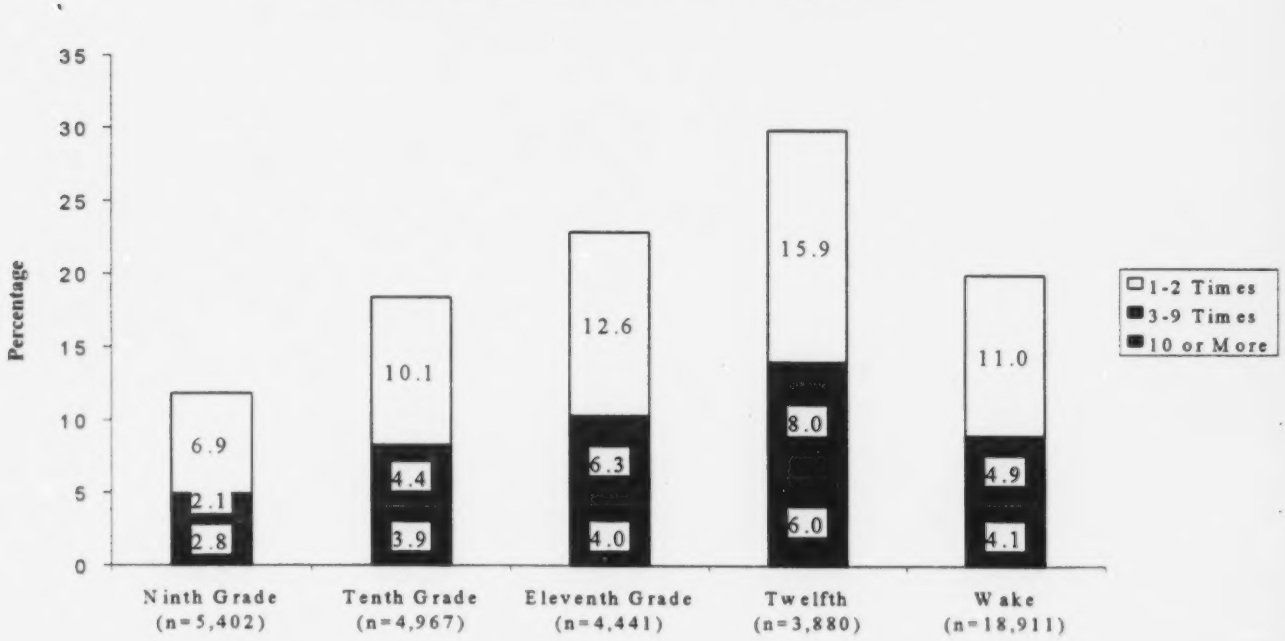


Figure 56
Binge Drinking Within the Last 30 Days (Wake)



A vast majority of Wake County students had not consumed more than four glasses of alcohol within the last 30 days. Of student responses by grade level, a student was more likely to have consumed four or more glasses, as the student progressed through the grades. Male students were slightly more likely to have consumed four or more glasses than female students.

Figure 57
Binge Drinking Within Last 30 Days by Gender (Wake)

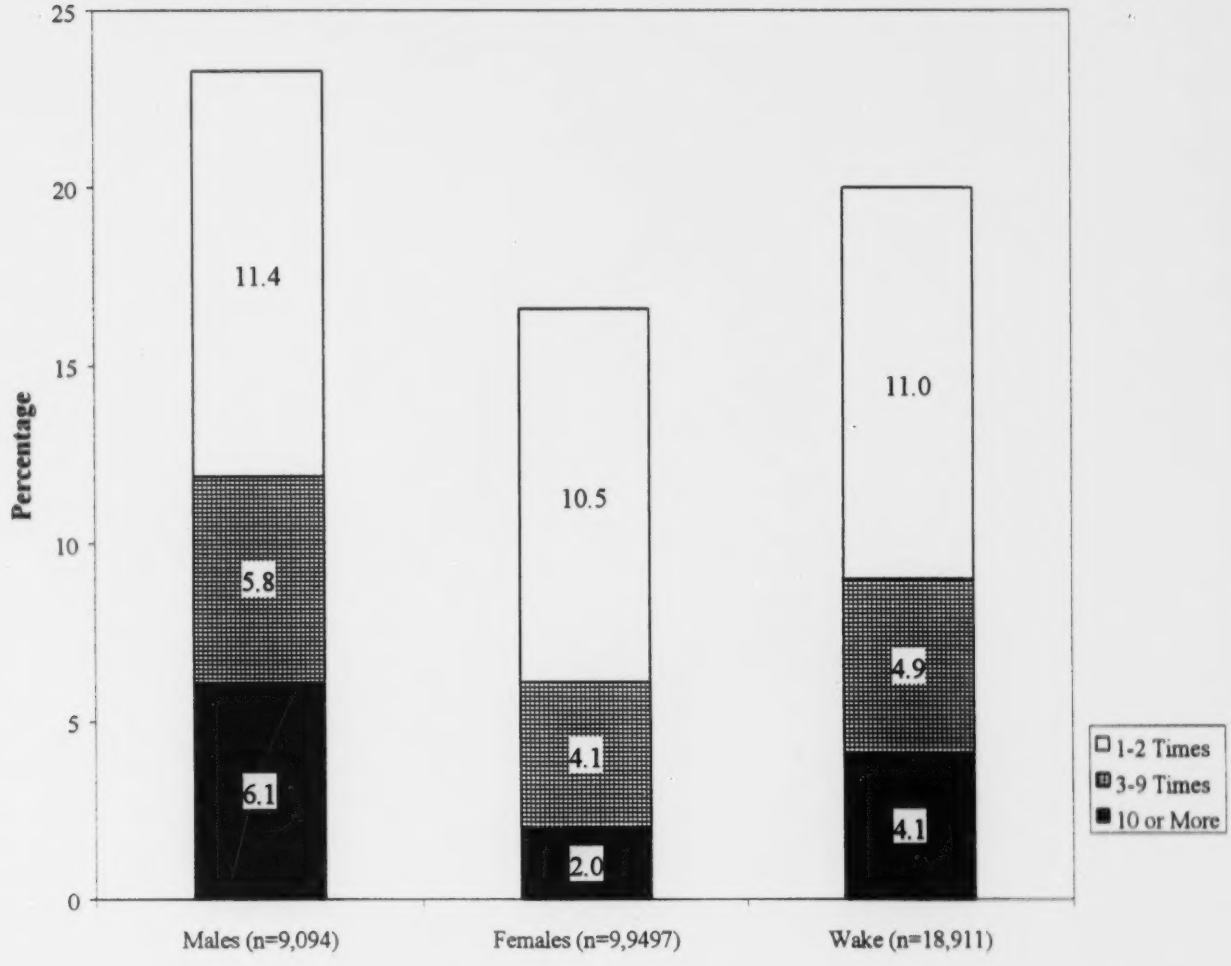
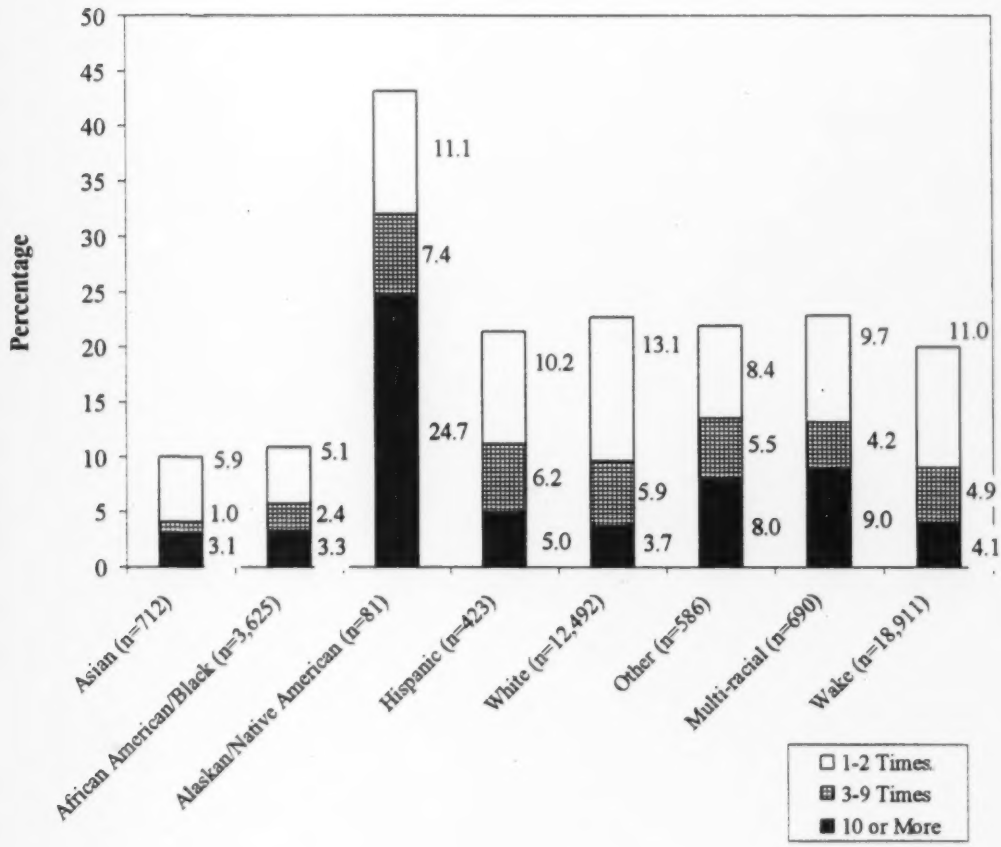


Figure 58
Binge Drinking Within Last 30 Days by Race/Ethnicity (Wake)



Classroom Instruction and Drug Use

Students were asked whether classroom instruction or other school activities helped them to stay away from drugs or alcohol. Of the students responding, slightly less than half of Wake high school students felt that school sponsored activities helped them to stay away from drugs or alcohol. With the exception of Asian students, 50 percent or more of each group believed that classroom instruction or school sponsored activities had not helped them to stay away from drugs or alcohol.

Figure 59
Classroom Instruction and Drug Use by Race/Ethnicity

Classroom instruction or other school-sponsored groups/activities has helped me to stay away from drugs or alcohol.	Number Responding	Yes	No
Asian/Pacific	682	57.0	43.0
African American/Black	3390	47.1	52.9
Alaskan/Native American	73	27.4	72.6
Hispanic	386	50.0	50.0
White	12,046	40.3	59.7
Other	565	38.1	61.9
Multi-Racial	647	34.0	66.0
Wake	18,073	42.0	58.0

Did students remember having lessons on drugs/alcohol?

Students were asked if they remembered having lessons on drugs/alcohol in the last year. Of the students responding, slightly less than half or more did not remember having lessons about drugs and alcohol.

Figure 60
Lessons on Drugs and Alcohol by Race/Ethnicity

I remember having lessons on drugs/alcohol in the last year.	Number Responding	Yes	No
Asian/Pacific	697	46.9	53.1
African American/Black	3,615	51.7	48.3
Alaskan/Native American	82	34.1	65.9
Hispanic	415	50.4	49.6
White	12,404	43.2	56.8
Other	589	38.9	61.1
Multi-Racial	673	41.8	58.2
Wake	18,777	44.8	55.2

EXTRACURRICULAR ACTIVITIES

Part-Time Jobs

Students were asked to indicate the number of hours that they worked during a school year. Of the students responding to this question (n=19,497), most students did not work at all. Figure 61 shows hours spent working by grade level. As grade level increases, there tends to be an increase in the number of hours worked. Of the students responding, 20% of twelfth graders worked more than 20 hours per week compared to only 2% of the ninth graders.

Figure 61
Part-time Jobs by Grade Level

Hours Worked Per Week	Ninth Grade (n=5633)	Tenth Grade (n=5107)	Eleventh Grade (n=4578)	Twelfth Grade (n=3991)	Wake (n=19,497)
None	72.1	62.8	38.1	24.2	51.7
Less than 10	17.4	15.3	16.3	14.2	15.9
10-15 hours	5.6	11.1	17.8	20.1	12.9
16-20 hours	2.6	6.6	16.0	21.5	10.7
More than 20	2.2	4.2	11.8	20.0	8.7

Figure 62 shows hours worked per week by gender. Males tended to work more hours than females, especially those working more than 20 hours per week.

Figure 62
Hours Worked Per Week by Gender

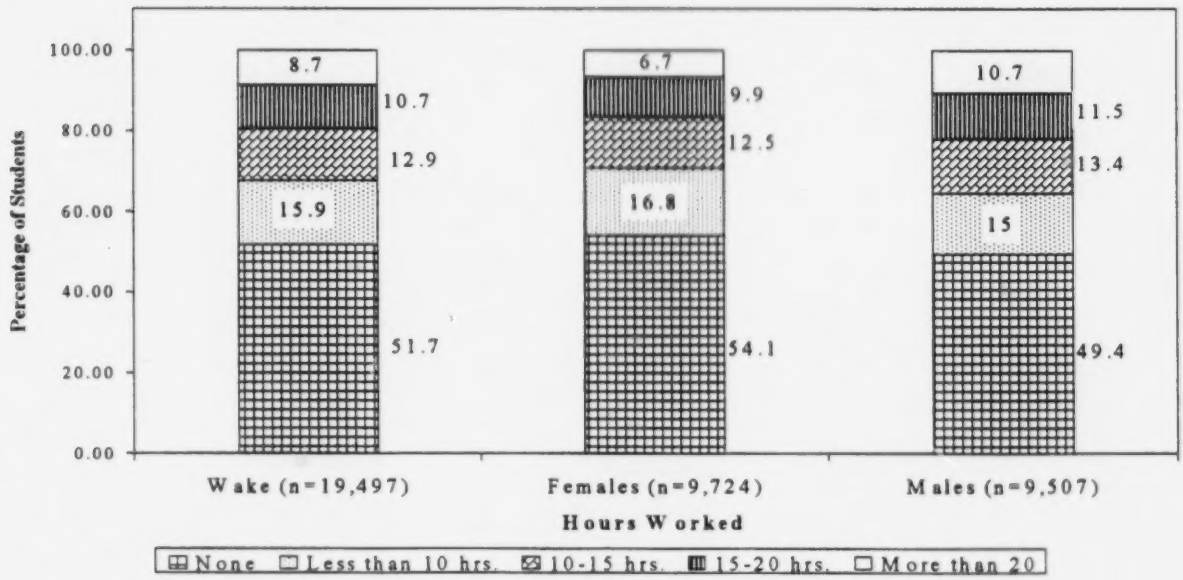


Figure 63 shows the hours and the percentage of students who worked during the school year by race/ethnicity.

Figure 63
Hours Worked Per Week by Race/Ethnicity

Hours Worked Per Week	Asian /Pacific Islander (n=750)	African American /Black (n=3865)	Alaskan /Native American (n=84)	Hispanic (n=442)	White (n=12,739)	Other (n=626)	Multi-racial (n=712)	Wake (n=19,497)
None	62.1	55.2	40.5	55.2	50.4	46.2	51.3	51.7
Less than 10	12.3	10.3	14.3	9.5	18.2	14.5	14.0	15.9
10-15	11.1	11.4	16.7	10.6	13.8	10.7	11.7	12.9
16-20	8.5	11.9	6.0	12.0	10.2	14.5	11.1	10.7
More than 20	6.0	11.2	22.6	12.7	7.4	14.1	11.9	8.7

School Activities

Students were involved in a number of extracurricular activities. Sports and club activities had a large percentage of participants for all racial/ethnic groups. 24% did not indicate participating in any activities.

Figure 64
Involvement in School Activities

	Asian /Pacific (n=753)	African American /Black (n=3,910)	Alaskan /Native American (n=85)	Hispanic (n=454)	White (n=12,869)	Other (n=631)	Multi-Racial (n=724)	Wake (n=19,780)
Band/orchestra	12.2	5.7	10.6	8.2	10.2	7.6	11.9	9.3
Chorus	5.6	9.6	14.1	4.9	7.6	7.8	12.3	8.0
Sports	31.5	47.3	45.9	36.8	49.0	38.0	42.3	47.0
Drama/plays	6.8	6.9	16.5	8.8	14.0	13.2	17.8	12.3
Clubs	60.3	29.7	34.1	26.9	47.0	39.6	40.5	42.9
Student Government	7.7	5.1	8.2	2.4	7.3	7.6	9.4	6.9

FUTURE PLANS

Higher Education

Students were asked to indicate the highest level of education they hoped to achieve. Of the students responding, approximately 89% of all Wake County high school students plan to get a four-year or advanced degree.

Female students were more likely to plan to complete a college degree and almost half of females planned to complete an advanced degree. Figure 65 provides academic aspirations for all categories by gender.

Figure 65
Academic Aspirations

	All students	Males	Females
Number Responding	19,516	9,489	9,711
Some high school	0.9	1.2	0.6
High school	3.0	3.8	2.2
Trade-specific	2.4	3.6	1.2
Some college	4.8	5.9	3.9
College graduate	46.1	48.2	44.0
Advanced degree	42.8	37.3	48.1

Figure 66 provides academic aspirations of responding students by grade level. A pattern of high academic aspirations appears to be evident, beginning in ninth grade, and changes very little during high school.

Figure 66
Academic Aspirations by Grade Level

	All students	Ninth	Tenth	Eleventh	Twelfth
Number Responding	19,516	5628	5106	4572	3989
Some high school	0.9	1.2	0.7	0.6	1.1
High school	3.0	4.1	3.2	2.3	2.0
Trade-specific	2.4	1.4	1.8	2.8	4.1
Some college	4.8	4.6	5.0	4.8	5.0
College graduate	46.1	45.9	47.8	47.6	42.1
Advanced degree	42.8	42.8	41.5	41.9	45.7

Figure 67 provides academic aspirations of responding students by race/ethnicity, and shows high aspirations across all groups.

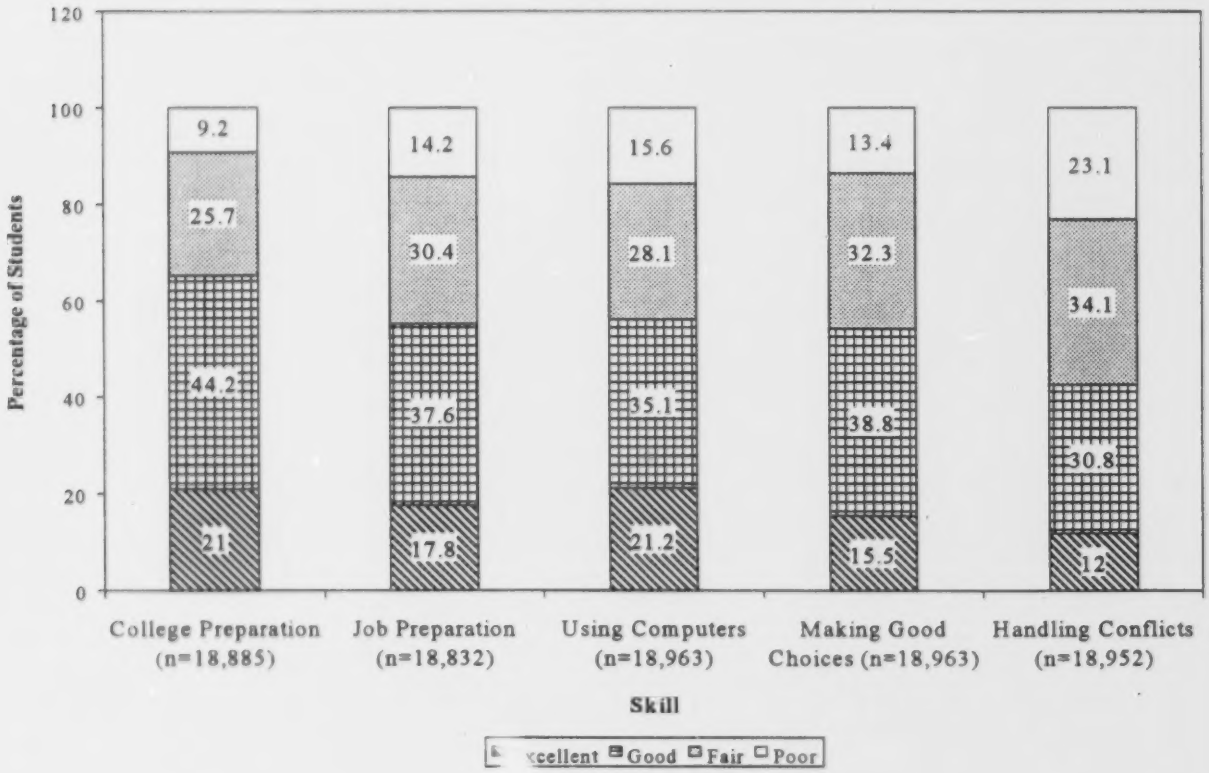
Figure 67
Academic Aspirations by Race/Ethnicity

	Asian /Pacific Islander	African American /Black	Alaskan /Native American	Hispanic	White	Other	Multi-racial
Number Responding	745	3,850	84	439	12,766	623	706
Some high school	1.3	1.0	13.1	3.6	0.5	3.5	2.5
High school	2.1	5.6	7.1	10.9	2.0	2.9	2.7
Trade-specific	0.8	3.8	3.6	3.6	2.0	2.7	1.4
Some college	3.0	7.2	13.1	8.0	4.1	6.3	3.3
College graduate	26.4	44.3	35.7	41.2	48.7	39.3	39.8
Advanced degree	66.3	38.1	27.4	32.6	42.7	45.3	50.3

Preparation for the Future

Students were asked to rate the quality of teaching on a number of skills that would be helpful beyond high school. These included college preparation, job preparation, using computers, making good choices, and handling conflicts. Each skill was rated as excellent, good, fair, or poor.

Figure 68
Preparation for the Future



With the exception of handling conflicts, at least 50 percent or more of students rated training in skill areas as excellent or good. Less than 25 percent of students rated skill training as poor.

RECOMMENDATIONS

The High School Student Survey provides an invaluable resource to educators about student perceptions related to a number of instructional issues. While a belief is not necessarily an accurate picture of what is occurring in the schools, it does warrant further investigation.

Fairness and Support

High school faculties may wish to review their school level data for questions related to fairness and support. There was disparity in responses related to all races being treated fairly by teachers and administrators among subgroups. The belief that all races are not being treated fairly is certainly a climate issue. It may be helpful to have some type of follow-up to determine why some students feel this way and what can be done so that all students believe they are being treated fairly. It would be helpful to know whether the belief that students are treated differently is related to discipline, grading, or other issues.

Schools may wish to explore the degree to which different racial/ethnic groups feel that they have staff support when they have problems. If some racial/ethnic groups believe they lack support systems, perhaps the school could develop a more appropriate support or mentor system for these students.

Safe and Drug Free School Issues

While, most students feel safe in their schools, some ethnic/racial groups feel less secure than others. Looking at the school level data in-depth and exploring why students feel this way could help in understanding concerns.

It should be noted that students report *less* easy access to drugs and weapons at school than in prior years. The program(s) that the schools have in place have helped in making our schools safer places without drugs. Yet the number of students reporting easy access and heavy use, particularly of alcohol, remains unacceptably high. Schools may wish to explore ways in which their programs could be more effective and continue to work towards keeping schools safe and drug free.

Academic Aspirations

Schools may wish to examine their school level data by racial/ethnic groups for future academic plans. While most Wake County high school students plan to pursue advanced training or degrees, there were a number of students who were not planning to complete high school. Schools may wish to explore whether these are the same groups of students who report that races are treated unfairly and that they lack staff support for problems. If this is the same group of students, perhaps a program of support could be developed to help these students feel better about school and develop higher aspirations for continued education.

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ATTACHMENTS

Attachment A: High School Student Survey Form (1998-99)

Attachment B: High School Student Survey Form (1996-97)

Attachment C: Systemwide Item Responses (1998)

HIGH SCHOOL 1998-99 High School Student Survey

Attachment A

Apex	Athens	Broughton	Cary	East Wake	Enloe
Fuquay-Varina	Garner	Leesville	Longview	Millbrook	Phillips
Sanderson	SE Raleigh	Wake Forest			

1. How many years have you gone to school in the Wake County Public School System?
   - Less than 1
   - 1-2
   - 3-4
   - 5 or more

2. What grade are you in now?
   - 9
   - 10
   - 11
   - 12

3. What is your gender?
   - Male
   - Female

4. What is your ethnic group? (Mark all that apply)
   - Asian/Pacific Islander
   - African American/Black
   - Alaska/Native American
   - Hispanic
   - White
   - Other

5. How many total hours per week do you work at a job during the school year?
   - None
   - Less than 10
   - 10-15
   - 16-20
   - More than 20

6. On average, how much total time do you spend on homework each weekday night?
   - None
   - Less than 1 hour
   - 1-2 hours
   - 3-4 hours
   - More than 4 hours

7. I have used the following technology in my classes (Mark all that apply)
   - Access to Internet
   - Computers
   - Calculators
   - CD ROMS
   - Modems
   - TV/VCR
   - None

8. I use a computer at home for school work.
   - Every day
   - Once a week
   - Once a month
   - Never

9. I mostly get these grades in school:
   - As and Bs
   - Bs and Cs
   - Cs and Ds
   - Ds and Fs

10. The highest level of education I hope to achieve is
    - Some high school
    - High school
    - Trade-specific
    - Some college
    - College graduate
    - Advanced degree (MA, PhD, MD., etc)

11. How would you rate your school in teaching you:

	Poor	Fair	Good	Excellent
A. Reading comprehension skills?				
B. Written composition skills?				
C. Mathematics skills				
D. Social studies?				
E. Science?				
F. Physical fitness?				
G. The arts (music, art, dance, drama)?				
H. Skills needed for college?				
I. Skills needed to get a job?				
J. Skills needed to use computers?				
K. How to make good choices?				
L. How to handle conflicts?				

12. My parents are involved with my education by: (Mark as many as apply)
    - Attending parent-teacher conferences
    - Attending open house/meet the teacher night
    - Attending school events
    - Emphasizing homework
    - Helping me with homework
    - Discouraging absences
    - Buying materials needed for school
    - Helping me select courses
    - Setting limits on time spent on the telephone
    - Setting limits on time spent watching TV
    - Setting limits on time spent working at my job during the week
    - Having high academic expectations for me

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Undecide	Agree	Strongly Agree
13. Students of all races are treated fairly by teachers at this school					
14. Students of all races are treated fairly by administrators at this school					
15. My school is a safe place to learn					
16. The rules of my school are fair					
17. Discipline is handled fairly at my school					
18. This school's staff help students understand and get along with each other					
19. It is easy to get help from administration					
20. It is easy to get help from my teachers					
21. It is easy to get help from a school counselor					
22. I feel well informed about school activities					
23. I feel well informed about career planning					

C1

24. If I have a serious problem at school, I would feel comfortable talking to: (Mark as many as apply)

- ○ Teacher
- ○ Coach
- ○ Counselor
- ○ Nurse
- ○ Principal
- ○ Assistant Principal
- ○ Resource Officer

25. How difficult would it be for you to get any of the following things:

	Very Easy	Easy	Not Sure	Hard	Very Hard
A. Alcohol at your school	○	○	○	○	○
B. Marijuana at your school	○	○	○	○	○
C. Drugs other than marijuana or alcohol	○	○	○	○	○
D. Marijuana in your neighborhood	○	○	○	○	○
E. Drugs other than marijuana or alcohol in your neighborhood	○	○	○	○	○
F. A gun at your school	○	○	○	○	○
G. A gun in your neighborhood	○	○	○	○	○

26. During the past year, how often did you use:

	Daily	Weekly	Monthly	Occasionally	Once	Never
A. TOBACCO (cigars, cigarettes, snuff, chewing tobacco)	○	○	○	○	○	○
B. ALCOHOL (beer, wine, hard liquor)	○	○	○	○	○	○
C. MARIJUANA (pot, hash)	○	○	○	○	○	○
D. COCAINE (snow, coke, crack, nose candy)	○	○	○	○	○	○
E. STIMULANTS (speed, uppers)	○	○	○	○	○	○
F. INHALANTS (glue, gas, spray cans)	○	○	○	○	○	○
G. PANEOTROPINES (patch, fry)	○	○	○	○	○	○
H. NARCOTICS (heroin, codeine, morphine)	○	○	○	○	○	○
I. HALLUCINOGENS (LSD, PCP, peyote, acid)	○	○	○	○	○	○
J. OVER-THE-COUNTER DRUGS TO GET HIGH (cold pills, diet pills, No Doz)	○	○	○	○	○	○

27. During your life, how many times have you:

	10 or more times	3-9 times	1 or 2 times	never
A. Driven a car after drinking alcohol	○	○	○	○
B. Used marijuana	○	○	○	○
C. Carried a knife for protection	○	○	○	○
D. Carried a gun for protection	○	○	○	○
E. Been in a fight	○	○	○	○
F. Had more than 4 glasses of alcohol in a row	○	○	○	○

28. During the past 30 days, how many times have you:

	10 or more times	3-9 times	1 or 2 times	never
A. Driven a car after drinking alcohol	○	○	○	○
B. Used marijuana	○	○	○	○
C. Carried a knife for protection	○	○	○	○
D. Carried a gun for protection	○	○	○	○
E. Been in a fight	○	○	○	○
F. Had more than 4 glasses of alcohol in a row	○	○	○	○

29. Classroom instruction or other school-sponsored groups or activities has helped me to stay away from drugs and alcohol

○ Yes ○ No

30. How often do your teachers use:

	Monthly	Weekly	Once a week	Daily	Never
A. Lectures	○	○	○	○	○
B. Discussion	○	○	○	○	○
C. Individual projects	○	○	○	○	○
D. Worksheets	○	○	○	○	○
E. Group projects	○	○	○	○	○
F. Visuals	○	○	○	○	○
G. Demonstrations	○	○	○	○	○
H. Hands on activies	○	○	○	○	○
I. Computers as part of instruction	○	○	○	○	○

31. I learn best by:

	Monthly	Weekly	Once a week	Daily	Never
A. Lectures	○	○	○	○	○
B. Discussion	○	○	○	○	○
C. Individual projects	○	○	○	○	○
D. Worksheets	○	○	○	○	○
E. Group projects	○	○	○	○	○
F. Visuals	○	○	○	○	○
G. Demonstrations	○	○	○	○	○
H. Hands on activies	○	○	○	○	○
I. Working on a computer	○	○	○	○	○

32. I will be involved in these school activities this year: (Mark as many as apply)

- ○ band/orchestra
- ○ chorus
- ○ sports
- ○ drama/plays
- ○ clubs
- ○ student government

33. I remember having lessons in class about drugs and alcohol in the last year.

○ Yes ○ No

34. Overall, what grade would you give to your school?

- ○ A
- ○ B
- ○ C
- ○ D
- ○ F
- ○ Not sure

Attachment B

HIGH SCHOOL 1996-97 High School Student Survey

Dear Student:

The WCPSS staff is interested in knowing about your future plans, what you think about your school, and the impact of drugs and alcohol on your life. Please take your time and complete this survey. Do not put your name on it. ALL answers are confidential. Thank you for your very valuable input.

- **Please use a No. 2 pencil.**
- **Fill in the circle completely and erase any marks you wish to change.**

1. How many years have you gone to school in the Wake County Public School System?
- ○ Less than 1
- ○ 1 -2
- ○ 3 - 4
- ○ 5 or more

2. What grade are you in now?
- ○ 9
- ○ 10
- ○ 11
- ○ 12

3. What is your gender?
- ○ Male
- ○ Female

4. What is your ethnic group? (Mark all that apply)
- ○ Asian/Pacific Islander
- ○ African American/Black
- ○ Alaska/Native American
- ○ Hispanic
- ○ White
- ○ Other

5. How many total hours per week do you work at a job during the school year?
- ○ None
- ○ Less than 10
- ○ 10-15
- ○ 16-20
- ○ More than 20

6. On average, how much total time do you spend on homework each weekday night?
- ○ None
- ○ Less than 1 hour
- ○ 1-2 hours
- ○ 3-4 hours
- ○ More than 4 hours

7. I have used the following technology in my classes: (Mark all that apply)
- ○ Access to Internet
- ○ Computers
- ○ Calculators
- ○ CD ROMS
- ○ Modems
- ○ TV/VCR
- ○ None

8. I use a computer at home for school work.
- ○ Every day
- ○ Once a week
- ○ Once a month
- ○ Never

9. I mostly get these grades in school:
- ○ As and Bs
- ○ Bs and Cs
- ○ Cs and Ds
- ○ Ds and Fs

10. The highest level of education I hope to achieve is:
- ○ Some high school
- ○ High school
- ○ Trade-specific
- ○ Some college
- ○ College graduate
- ○ Graduate school
- ○ Advanced degree (MA, PhD, MD., etc.)

11. How would you rate your school in teaching you:

	Poor	Fair	Good	Excellent
A. Reading comprehension skills?	○	○	○	○
B. Written composition skills?	○	○	○	○
C. Mathematics skills?	○	○	○	○
D. Social studies?	○	○	○	○
E. Science?	○	○	○	○
F. Physical fitness?	○	○	○	○
G. Appreciating the arts? (music, art, dance, drama)	○	○	○	○
H. Preparing for college?	○	○	○	○
I. Preparing for jobs?	○	○	○	○
J. Using technology?	○	○	○	○
K. Making good choices?	○	○	○	○
L. Handling conflicts?	○	○	○	○

12. My parents are involved with my education by: (Mark as many as apply)
- ○ Attending parent-teacher conferences
- ○ Attending open house/meet the teacher night
- ○ Attending school events
- ○ Emphasizing homework
- ○ Helping me with homework
- ○ Discouraging absences
- ○ Buying materials needed for school
- ○ Helping me select courses
- ○ Setting limits on time spent on the telephone
- ○ Setting limits on time spent watching TV
- ○ Setting limits on time spent working at my job during the week
- ○ None of the above

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
13. Students of all races are treated fairly by teachers at this school	○	○	○	○	○
14. Students of all races are treated fairly by administrators at this school	○	○	○	○	○
15. My school is a safe place to learn	○	○	○	○	○
16. The rules of my school are fair	○	○	○	○	○
17. Discipline is handled fairly at my school	○	○	○	○	○
18. This school's staff help students understand and get along with each other	○	○	○	○	○
19. It is easy to get help from administration	○	○	○	○	○
20. It is easy to get help from my teachers	○	○	○	○	○
21. It is easy to get help from a school counselor	○	○	○	○	○
22. I feel well informed about school activities	○	○	○	○	○
23. I feel well informed about career planning	○	○	○	○	○

DO NOT WRITE IN THIS AREA 25843

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63

24. If I have a serious problem at school, I would feel comfortable talking to: (Mark as many as apply)

- ○ Teacher
- ○ Coach
- ○ Counselor
- ○ Nurse
- ○ Principal
- ○ SAP Coordinator
- ○ Assistant Principal
- ○ Resource Officer

25. How difficult would it be for you to get any of the following things:

	Very Easy	Easy	Not Sure	Hard	Very Hard
A. Alcohol at your school	○	○	○	○	○
B. Marijuana at your school	○	○	○	○	○
C. Drugs other than marijuana or alcohol at your school	○	○	○	○	○
D. Marijuana in your neighborhood	○	○	○	○	○
E. Drugs other than marijuana or alcohol in your neighborhood	○	○	○	○	○
F. A gun at your school	○	○	○	○	○
G. A gun in your neighborhood	○	○	○	○	○

26. During the past year, how often did you use:

	Daily	Weekly	Monthly	Occasionally	Once	Never
A. TOBACCO (cigars, cigarettes, snuff, chewing tobacco)	○	○	○	○	○	○
B. ALCOHOL (beer, wine, hard liquor)	○	○	○	○	○	○
C. MARIJUANA (pot, hash)	○	○	○	○	○	○
D. COCAINE (snow, coke, crack, nose candy)	○	○	○	○	○	○
E. STIMULANTS (speed, uppers)	○	○	○	○	○	○
F. INHALANTS (glue, gas, spray cans)	○	○	○	○	○	○
G. PANEOTROPINES (patch, fry)	○	○	○	○	○	○
H. NARCOTICS (heroin, codeine, morphine)	○	○	○	○	○	○
I. HALLUCINOGENS (LSD, PCP, peyote, acid)	○	○	○	○	○	○
J. OVER-THE-COUNTER DRUGS TO GET HIGH (cold pills, diet pills, No Doz)	○	○	○	○	○	○

27. During your life, how many times have you used marijuana?

- ○ 0 (zero) times
- ○ 1 or 2 times
- ○ 3 to 9 times
- ○ 10 to 19 times
- ○ 20 to 39 times
- ○ 40 to 99 times
- ○ 100 or more times

28. During the past 30 days, how many times did you use marijuana?

- ○ 0 (zero) times
- ○ 1 or 2 times
- ○ 3 to 9 times
- ○ 10 to 19 times
- ○ 20 to 39 times
- ○ 40 or more times

29. Classroom instruction has helped me to stay away from drugs and alcohol.

- ○ Yes
- ○ No

30. How often do your teachers use:

	Monthly	Weekly	Once a week	Daily	Never
A. Lectures	○	○	○	○	○
B. Discussion	○	○	○	○	○
C. Individual projects	○	○	○	○	○
D. Worksheets	○	○	○	○	○
E. Group projects	○	○	○	○	○
F. Visuals	○	○	○	○	○
G. Demonstrations	○	○	○	○	○
H. Hands on activities	○	○	○	○	○

31. I learn best by:

	Monthly	Weekly	Once a week	Daily	Never
A. Lectures	○	○	○	○	○
B. Discussion	○	○	○	○	○
C. Individual projects	○	○	○	○	○
D. Worksheets	○	○	○	○	○
E. Group projects	○	○	○	○	○
F. Visuals	○	○	○	○	○
G. Demonstrations	○	○	○	○	○
H. Hands on activities	○	○	○	○	○

32. I will be involved in these school activities this year: (Mark as many as apply)

- ○ band
- ○ chorus
- ○ sports
- ○ drama/plays
- ○ clubs

33. I remember having lessons in class about drugs and alcohol in the last year.

- ○ Yes
- ○ No

34. Pretend you were still in middle school. How interested would you be in attending a special "High Tech Academy" high school, rather than your present high school, if it had the following features:

	Not Interested	Unsure	Interested	Very Interested
A. Preparation for high tech jobs directly after high school	○	○	○	○
B. Going to school all year (12 MO) with some vacations	○	○	○	○
C. An internship or part-time work experience as part of the high school program	○	○	○	○
D. Attendance at the High Tech Academy for selected courses and regular high school for certain courses or activities	○	○	○	○

35. Overall, what grade would you give to your school?

- ○ A
- ○ B
- ○ C
- ○ D
- ○ F
- ○ Not sure

All High Schools, All Grades, Males & Females, All Ethnicities
Wake County Public Schools
1998-99 High School Student Survey

Attachment C

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Apex H.S.	1878	9.6	1878	9.6
Athens Drive	1422	7.3	3300	16.9
Broughton H.S.	1219	6.2	4519	23.1
Cary H.S.	1757	9.0	6276	32.1
East Wake H.S.	1370	7.0	7646	39.1
Enloe H.S.	1802	9.2	9448	48.3
Fuquay-Varina	1093	5.6	10541	53.9
Garner H.S.	1480	7.6	12021	61.5
Leesville H.S.	1820	9.3	13841	70.8
Longview H.S.	19	0.1	13860	70.9
Millbrook H.S.	1562	8.0	15422	78.9
Phillips H.S.	148	0.8	15570	79.7
Sanderson H.S.	1418	7.3	16988	86.9
SE Raleigh H.S.	1190	6.1	18178	93.0
Wake Forest H.S.	1323	6.8	19501	99.8
More than 1 H.S.	45	0.2	19546	100.0

Frequency Missing = 234

1. How many years in WCPSS?

Q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Less than 1	1316	6.7	1316	6.7
1-2	1659	8.5	2975	15.2
3-4	2870	14.7	5845	29.9
5 or more	13692	70.1	19537	100.0

Frequency Missing = 243

2. What grade are you in now?

Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
9th Grade	5698	29.2	5698	29.2
10th Grade	5163	26.5	10861	55.7
11th Grade	4620	23.7	15481	79.3
12th Grade	4032	20.7	19513	100.0

Frequency Missing = 267

3. What is your gender?

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	9598	49.5	9598	49.5
Female	9811	50.5	19409	100.0

Frequency Missing = 371

All High Schools, All Grades, Males & Females, All Ethnicities
Wake County Public Schools
1998-99 High School Student Survey

4. What is your ethnic group?

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Asian/Pacific	753	3.9	753	3.9
African American/Black	3910	20.1	4663	24.0
Alaska/Native American	85	0.4	4748	24.4
Hispanic	454	2.3	5202	26.8
White	12869	66.2	18071	93.0
Other	631	3.2	18702	96.3
Mixed	724	3.7	19426	100.0

Frequency Missing = 354

5. How many hours per week do you work?

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
None	10089	51.7	10089	51.7
Less than 10	3100	15.9	13189	67.6
10-15	2522	12.9	15711	80.6
16-20	2089	10.7	17800	91.3
More than 20	1697	8.7	19497	100.0

Frequency Missing = 283

6. How much time you spend on homework ?

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
None	731	3.7	731	3.7
Less than 1 hour	4500	23.0	5231	26.7
1-2 hours	10272	52.5	15503	79.2
3-4 hours	3266	16.7	18769	95.8
More than 4 hrs	815	4.2	19584	100.0

Frequency Missing = 196

All High Schools, All Grades, Males & Females, All Ethnicities
Wake County Public Schools
1998-99 High School Student Survey

7. Technology used in class

		Answer options	
		Yes	Not selected
	N	%	%
Q7			
Access to Internet	19,780	44.35	55.65
Computers	19,780	74.59	25.41
Calculators	19,780	87.94	12.06
CD ROMS	19,780	31.97	68.03
Modems	19,780	26.12	73.88
TV/VCR	19,780	83.63	16.37
None	19,780	2.76	97.24

8. I use a home computer for school work

Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Every day	2679	13.7	2679	13.7
Once a week	7366	37.6	10045	51.3
Once a month	5597	28.6	15642	79.9
Never	3935	20.1	19577	100.0

Frequency Missing = 203

9. I mostly get these grades in school:

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
As and Bs	9703	50.5	9703	50.5
Bs and Cs	6838	35.6	16541	86.0
Cs and Ds	2119	11.0	18660	97.1
Ds and Fs	565	2.9	19225	100.0

Frequency Missing = 555

10. Highest education I hope to achieve

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Some high school	180	0.9	180	0.9
High school	587	3.0	767	3.9
Trade-specific	468	2.4	1235	6.3
Some college	946	4.8	2181	11.2
College graduate	8988	46.1	11169	57.2
Advanced degree	8347	42.8	19516	100.0

Frequency Missing = 264

All High Schools, All Grades, Males & Females, All Ethnicities
Wake County Public Schools
1998-99 High School Student Survey

11. How would you rate school in teaching

		Answer options				Combined options	
		Excellent	Good	Fair	Poor	Excellent/Good	Fair/Poor
	N	%	%	%	%	%	%
Q11							
Reading comprehension skills	19,275	20.40	53.70	21.09	4.80	74.11	25.89
Written composition skills	19,215	22.75	51.93	20.56	4.76	74.68	25.32
Mathematics skills	19,191	32.87	43.35	17.17	6.60	76.23	23.77
Social studies	19,123	27.74	46.24	19.65	6.37	73.98	26.02
Science	19,098	29.85	45.30	18.44	6.41	75.15	24.85
Physical fitness	18,726	32.26	38.58	20.42	8.74	70.84	29.16
The arts	18,069	34.84	35.70	19.40	10.06	70.54	29.46
College preparation	18,885	20.96	44.14	25.69	9.21	65.10	34.90
Job preparation	18,832	17.79	37.63	30.42	14.16	55.42	44.58
Using computers	18,963	21.18	35.07	28.11	15.64	56.25	43.75
Making good choices	18,963	15.50	38.84	32.27	13.38	54.34	45.66
Handling conflicts	18,952	11.98	30.84	34.14	23.05	42.81	57.19

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All High Schools, All Grades, Males & Females, All Ethnicities
Wake County Public Schools
1998-99 High School Student Survey

12. My parents are involved in education by

		Answer options	
		Yes	Not selected
	N	%	%
Q12			
Attending parent-teacher conferences	19,780	42.43	57.57
Attending open house	19,780	50.69	49.31
Attending school events	19,780	39.96	60.04
Emphasizing homework	19,780	69.51	30.49
Helping me with homework	19,780	54.44	45.56
Discouraging absences	19,780	59.85	40.15
Buying materials needed for school	19,780	85.21	14.79
Helping me select courses	19,780	52.86	47.14
Setting limits on telephone	19,780	27.32	72.68
Setting limits on TV	19,780	25.48	74.52
Setting limits on job during week	19,780	18.67	81.33
Having high academic expectations	19,780	76.55	23.45

12. Number of ways parents are involved

Q12NUM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	501	2.5	501	2.5
1	1172	5.9	1673	8.5
2	1032	5.2	2705	13.7
3	1537	7.8	4242	21.5
4	1903	9.7	6145	31.2
5	2229	11.3	8374	42.5
6	2429	12.3	10803	54.8
7	2299	11.7	13102	66.5
8	2166	11.0	15268	77.4
9	1883	9.6	17151	87.0
10	1145	5.8	18296	92.8
11	780	4.0	19076	96.7
12	641	3.3	19717	100.0

Frequency Missing = 63

All High Schools, All Grades, Males & Females, All Ethnicities
Wake County Public Schools
1998-99 High School Student Survey

13.-23. School-based questions

		Answer options					Combined options		
	Freq	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	SA/A %	Undecided %	SD/D %
Q1323									
13. All races treated fairly by teachers	19,443	18.58	37.02	18.86	16.10	9.44	55.59	18.86	25.55
14. All races treated fairly by admin	19,361	19.08	36.49	22.84	12.84	8.75	55.57	22.84	21.59
15. School is safe	19,298	14.55	50.54	21.03	8.76	5.11	65.09	21.03	13.88
16. Rules are fair	19,259	8.95	37.92	19.71	19.82	13.60	46.87	19.71	33.42
17. Discipline is fair	19,186	9.40	34.49	25.16	18.39	12.56	43.89	25.16	30.95
18. Staff helps understand others	19,293	8.14	34.06	33.58	16.30	7.92	42.20	33.58	24.22
19. Administration is helpful	19,239	10.67	30.99	28.83	18.56	10.96	41.65	28.83	29.51
20. Teachers are helpful	19,258	23.01	53.07	13.08	7.39	3.45	76.08	13.08	10.84
21. Counselors are helpful	19,254	18.98	39.27	24.80	10.45	6.49	58.25	24.80	16.95
22. Informed about school activities	19,318	17.10	43.23	16.96	15.55	7.15	60.34	16.96	22.70
23. Informed about carreer planning	19,287	11.55	32.85	27.94	17.98	9.69	44.39	27.94	27.67

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All High Schools, All Grades, Males & Females, All Ethnicities
Wake County Public Schools
1998-99 High School Student Survey

24. If I have a serious problem, I feel comfortable talking to

		Answer options	
		Yes	Not selected
	N	%	%
Q24			
Teacher	19,780	53.68	46.32
Coach	19,780	30.03	69.97
Counselor	19,780	43.28	56.72
Nurse	19,780	6.33	93.67
Principal	19,780	13.11	86.89
Assistant Principal	19,780	11.98	88.02
Resource Officer	19,780	8.41	91.59

25. How difficult is it to get:

		Answer options					Combined options		
	N	Very Hard	Hard	Not Sure	Easy	Very Easy	VH/H	Not Sure	E/VE
		%	%	%	%	%	%	%	%
Q25									
Alcohol at school	19,302	12.12	9.11	38.12	21.72	18.93	21.23	38.12	40.65
Marijuana at school	19,306	8.86	5.68	31.03	25.95	28.48	14.54	31.03	54.43
Drugs at school	19,240	10.60	7.39	46.43	19.72	15.85	17.99	46.43	35.57
Marijuana in neighborhood	19,002	26.27	13.59	27.65	13.20	19.29	39.86	27.65	32.49
Drugs in neighborhood	19,205	28.77	12.43	34.04	10.56	14.20	41.20	34.04	24.76
Gun at school	19,218	25.81	14.29	47.92	6.53	5.45	40.10	47.92	11.97
Gun in neighborhood	19,235	29.71	12.15	36.26	9.56	12.32	41.86	36.26	21.88

26. During the past year, how often did you use:

12:21 Monday, January 4, 1999 11

		Answer options						Combined options		
	N	Never	Once	Occasionally	Monthly	Weekly	Daily	O/1	Oc/Mo	Wk/Dy
		%	%	%	%	%	%	%	%	%
Q26										
Tobacco	19,293	55.36	8.87	12.62	2.32	4.65	16.19	64.23	14.93	20.84
Alcohol	19,234	45.26	12.63	22.19	7.59	9.62	2.70	57.89	29.78	12.33
Marijuana	19,135	70.61	6.50	8.74	3.61	5.05	5.49	77.11	12.35	10.54
Cocaine	19,162	94.29	1.61	1.46	0.43	0.46	1.76	95.89	1.89	2.22
Stimulants	19,141	92.07	2.32	2.23	0.69	0.73	1.95	94.40	2.92	2.68
Inhalants	19,185	92.58	2.76	2.05	0.42	0.41	1.78	95.34	2.47	2.19
Paneotropines	19,082	97.29	0.40	0.41	0.24	0.19	1.48	97.68	0.64	1.67
Narcotics	19,174	94.33	1.86	1.20	0.46	0.40	1.75	96.19	1.66	2.15
Hallucinogens	19,139	90.91	2.60	2.65	1.20	0.94	1.70	93.51	3.85	2.64
OTC Drugs	19,176	83.68	3.30	7.00	1.94	1.48	2.61	86.98	8.94	4.08

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27. During your life, how many times have you:

		Answer options			
	N	0 times %	1 or 2 times %	3 to 9 times %	10 or more times %
Q27					
Driven after drinking	19,206	86.89	8.02	2.19	2.89
Used marijuana	19,119	66.58	9.67	6.49	17.26
Carried a knife	19,174	73.80	11.37	4.70	10.12
Carried a gun	19,127	91.96	3.56	1.35	3.13
Been in a fight	19,142	45.49	28.52	15.03	10.97
Had >4 glasses alcohol	19,149	64.74	11.44	8.83	14.99

28. During the past 30 days, how many times have you:

		Answer options			
	N	0 times %	1 or 2 times %	3 to 9 times %	10 or more times %
Q28					
Driven after drinking	19,011	93.03	4.39	0.99	1.59
Used marijuana	18,969	80.96	8.25	4.19	6.59
Carried a knife	18,966	87.71	5.84	2.12	4.32
Carried a gun	18,963	95.16	1.93	0.78	2.13
Been in a fight	18,949	86.21	9.33	1.99	2.47
Had >4 glasses alcohol	18,911	80.04	10.96	4.94	4.06

29. Class instruct. helped avoid d & a

Q29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	7589	42.0	7589	42.0
No	10484	58.0	18073	100.0

Frequency Missing = 1707

All High Schools, Grade All Grades, Males & Females, All Ethnicities
Wake County Public Schools
1998-99 High School Student Survey

30. How often do teachers use

		Answer options				
		Never	Monthly	Weekly	Once a week	Daily
	N	%	%	%	%	%
Q30						
Lectures	18,737	7.48	5.02	8.77	22.94	55.79
Discussion	18,691	5.43	4.51	9.69	20.87	59.50
Individual projects	18,578	7.70	54.33	14.77	13.74	9.46
Worksheets	18,644	3.24	2.73	9.13	14.84	70.06
Group projects	18,586	9.25	38.39	21.20	21.19	9.96
Visuals	18,417	11.26	12.91	14.88	20.84	40.10
Demonstrations	18,425	12.48	14.89	18.11	25.00	29.53
Hands-on activities	18,423	12.20	18.76	21.65	26.67	20.71
Computers	18,365	40.57	27.88	8.87	8.85	13.83

31. I learn best by

		Answer options				
		Never	Month-ly	Weekly	Once a week	Daily
	N	%	%	%	%	%
Q31						
Lectures	17,226	40.00	6.03	7.82	19.78	26.36
Discussion	17,309	12.80	2.88	6.51	16.19	61.62
Individual projects	16,969	24.73	29.18	12.04	15.53	18.52
Worksheets	17,024	17.93	4.66	10.47	20.62	46.32
Group projects	17,033	17.52	20.81	14.70	19.24	27.73
Visuals	16,944	12.64	5.64	8.66	16.12	56.93
Demonstrations	16,980	11.32	4.89	8.93	18.22	56.64
Hands-on activities	17,105	10.06	4.98	9.58	18.08	57.30
Computers	16,858	22.29	10.84	11.76	17.84	37.26

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32. I will be involved in these activities

		Answer options	
		Yes	Not selected
	Freq	%	%
Q32			
Band	19,780	9.28	90.72
Chorus	19,780	7.99	92.01
Sports	19,780	46.98	53.02
Drama/Plays	19,780	12.30	87.70
Clubs	19,780	42.90	57.10
Student Government	19,780	6.89	93.11

33. Remember class lessons about d & a

Q33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	8421	44.8	8421	44.8
No	10356	55.2	18777	100.0

Frequency Missing = 1003

34. Grade you would give your school?

Q34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2727	14.4	2727	14.4
B	6479	34.3	9206	48.7
C	5360	28.3	14566	77.0
D	1804	9.5	16370	86.5
F	1233	6.5	17603	93.1
Not sure	1311	6.9	18914	100.0

Frequency Missing = 866

HIGH SCHOOL STUDENT SURVEY 1998-99

Authors

Doris Tyler
Evaluation Specialist

Contributing Staff

Chuck Dulaney
Director of Evaluation

Alissa Bernholc
Data Analyst

Glenda Burch
Evaluation Assistant

Caroline Fejoku
Evaluation Assistant

Linda Hess
Evaluation Secretary

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